

# The School Journal.

Entered at the New York Post-Office for transmission through the mails as SECOND-CLASS MATTER.

Established 1870.

## THE SCHOOL JOURNAL.

A Weekly Journal of Education.

AMOS M. KELLOGG, {  
JEROME ALLEN, { Editors.

### TERMS.

\$2.50 per Year; \$2.00 a year if paid in advance.

E. L. KELLOGG & CO., Educational Publishers,

21 PARK PLACE, NEW YORK.

J. J. THOMSON, General Western Agent,

151 and 153 Wabash Ave., Chicago.

### CONTENTS OF THIS NUMBER.

EDITORIAL.....	Page, 195	EDUC. MISCELLANY.
The Will.....	196	Easy Experiments for
Normal Teaching.....	198	Morning Exercises in
Suggestive Questions.....	197	Common Schools.....
THE SCHOOL-ROOM.		Outline of Work for Mind
Primary Reading and		Class.....
Drawing.....	198	The Planets for October.....
Examination Questions.....	199	Educational Thoughts.....
How we Studied Geo-		FOR THE SCHOLARS.
graphy.....	200	Golden Thoughts.....
TABLE TALK.....	200	Noteworthy Events.....
LETTERS.....	200	Interesting Facts.....
EDUCATIONAL NOTES.		BOOK DEPT.
		New Books.....

New York, October 11, 1884.

THERE is plenty of time in this world to do everything that ought to be done.

PERSONAL character is the most important branch of study in our schools to-day.

THE same force that keeps the spinning top upright keeps the revolving planets in their places. They must keep moving if they stand. So it is with the teacher. As long as he moves on he is safe; the moment he stops he falls. He cannot stop and be a teacher. The dead stick that moves through the daily program like an automaton is not a teacher. He has eyes but they see not, ears but they hear not. He stands where he was years ago—where his fathers and grandfathers were. There's no life in him. The old senseless grind and routine is good enough for him. He simply marks time while the army marches by. Poor simpleton! he thinks he is marching too. We must go forward, but not disorderly. There are laws governing all orderly motion, and we must find them. Order and obedience to orders gave Waterloo to the English.

THOSE who have done something for the world have been aggressive, bold and daring. They knew they were right, and went ahead. The battle of Waterloo commenced about noon and raged till five o'clock, when the English were so weakened that victory seemed inclined to the side of the French. There was then a fearful struggle for life. Never in the history of wars has the sight been surpassed. At this moment a division led by Blucher fell upon the right wing of the French. Then came the ringing word, *Forward!* from the lips of Blucher, and within fifteen minutes the tide of battle was

turned, and victory was given to Wellington and England. During the Revolutionary War Count Pulaski came to our aid. He was appointed Brigadier General, and fought bravely for our cause. His clear, ringing voice was often heard in strong German accents, "Forwards, brudern, forwards!" Luther was a bold, intrepid man, or he could not have done what he did. His immortal words will be quoted as long as history is read, "If there were as many devils in Worms as there are tiles on the houses, I would go on."

A VERY earnest teacher asks how a district can be organized so as to protect the home and the child from the attacks of evil of every kind.

Each teacher's life should be a force drawing always toward the good. One honest, determined character in a community is a power not easily estimated. The teacher can be an organized society for protection against evil. Let it be felt that she honestly follows the motto: "I will do right," and hundreds will be made stronger, thereby, to resist temptation.

Temperance societies should be organized in every district throughout the country. These should be honestly supported by the teachers, but mainly conducted by the pupils. Societies for the abolishing of profanity and vile talking should be formed—not in a perfunctory way, but with the hearty good will of the school.

Protecting the lower animals from cruelty should be attended to. Perhaps a society could be formed; at all events, this should be looked after. The Party of Protection is an important one. We cannot abolish evil, but we can keep the evil away from ourselves and others. "Lead us not into temptation" is as important a prayer as "Deliver us from evil." If we can protect children from getting into sin we are doing a more important work than saving old sinners who are in.

THE late Mr. Bohn, of London, was a publisher of many literal translations of the classics especially designed for school boys who found difficulty in getting the long lessons assigned, thus enabling them, as Mr. Labouchere says, "to escape the birch and devote their time to more profitable employment than pouring over Æschylus and Thucydides. Mr. Bohn must be looked upon as a man who exposed a gigantic fraud, for without his aid comparatively few people would ever have discovered what very poor stuff most of the classical masterpieces really are." We recollect a scene that occurred one winter while at home from college through sickness. Being obliged to make up Horace, we had a literal translation on our table, which our mother took up and read. It contained some of his vilest odes. Her indignation knew no bounds. She declared the book was not fit to be found in a decent house, and she was right. Should any one attempt to print such stuff now, the

law would soon prevent its circulation. We have spent too much time in the study of the ancient masters to the neglect of modern classics.

No philosopher ever excelled Bacon, or poet, Shakespeare. No orator of antiquity equalled Webster or Burke. Among our minor authors there are hundreds far surpassing in elegance of style, purity of morals, and depth of thought any of mediæval or ancient times. As poets, Homer and Virgil alone are really great. The works of Plato and Aristotle are filled with the most childish superstitions, the utterance of which would not be tolerated to-day for a single hour.

IN society a lie is often considered a most ornamental contrivance, entirely harmless and often a necessity. All sorts of false excuses are often uttered as though their expression was a most useful thing. We read the other day of a boy who is "being simply ruined in his education by his mother. He is eight years old, with all the noble instincts of probity and obedience which generally characterize a boy's nature. This tender parent has instructed him that whenever he gets on a car the appearance of the conductor to collect the fare reduces his age under five. He has been educated to give that figure when asked by anybody who wants to collect money for his transportation. Last week a friend of the family was displaying his interest in the child by inquiring his age. The little boy hesitated for a moment, and then looked up at his mother.

"Mamma, is he a conductor?" "No, child."

"Then I am eight years old."

We give this on the authority of a San Francisco paper, but within our own experience, we have known a teacher who said he had forgotten to work an example, when, the truth was, he could not. Of another, who was late and turned his watch back five minutes just before he entered the school-room, and showed it to his pupils as an excuse; and another, who gave a decided answer to a question he knew nothing about. Parents say to their children that if they should go near a certain place something will come out and "eat them up," and frequently promise what they know they do not intend to perform. We could fill a volume with a record of little lies of convenience. We have no doubt many instances occur to all our readers. It is no wonder that the keen moral sense of the people is lowering, and that we are departing from the honor of the old time gentlemen.

Especially should the greatest care be used in all our dealings with children. A promise to bring home an orange should be as faithfully kept as the payment of a thousand-dollar note. No suspicion of double-dealing should ever, in the slightest, cloud the mental firmament of a child's mind. Especially should it be kept free from even the shadow of a doubt as to the perfect truthfulness of teachers and parents.



WEEK after next the JOURNAL will contain a full-page illustration of a unique and original school building, of moderate expense, by Franklin H. Janes, architect, Albany, N. Y. Both the front elevation and ground plans will be given.

NEXT week's JOURNAL will contain a picture of the New York City Normal School, and Dr. Hunter, its president. We shall also give an account of a recent visit to this school, which, as many of our readers now know, is the largest institution devoted to the training of teachers in the world.

DR. WEBSTER, the veteran teacher of Norfolk, Va., made us a call the other day. He was on his way to the American Scientific Association, at Philadelphia, from the British Association at Montreal. The Dr. is an enthusiastic and able naturalist, as well as a sort of personal encyclopedia. He gave us the leaf of the ginkgo tree (*salisburia adiantifolia*), a sort of connecting link between the exogens and endogen, having an exogen stem and an endogen leaf. It is an interesting specimen for the botany class.

DR. SHELDON and his school are known wherever Pestalozzian teaching has been heard of, for he is a devoted follower of the old saint. He is the father of pure Pestalozzianism in our country. The son of one of Pestalozzi's assistants, Mr. Krusi, has been for many years one of his most valued teachers. In 1859 Dr. Sheldon began the systematic introduction of objective methods of teaching. More than twelve hundred graduates have been sent out, and six other normal schools have been established on the same plan. The spirit of Oswego pervades all these schools. We are seeing during these weeks what Oswego is to-day.

It is fast becoming understood that mere imitators soon attain their growth in teaching and that the end of real progress with them is near the place of starting. Among the hopeful signs for the future is the fact that so many of our schools are becoming fields in which the teachers are themselves making important discoveries in the true work of education, instead of contentedly following the traditional customs of the past. The fact that so many teachers are turning their attention to psychology and earnestly inquiring after a science of education which may guide them in the art of teaching is a hopeful sign.—N. A. CALKINS, LL. D.

WE are soon to publish several illustrated articles of special value and interest to teachers. Among them will be one on effective ventilation; also designs of school houses, by one of the best artists of the country. Dr. Hailmann, the leading kindergarten authority in our country, has furnished us an excellent article on, "Primary Reading and Drawing," illustrated; also, we have made arrangements with Prof. W. N. Hull, of the Iowa State Normal School, to furnish us with a series of articles on, "Drawing for Beginners," each one illustrated with drawings easily executed. We have also on hand a quantity of simple pictures easily copied on the board, like the one we published last week. These will be made the basis of an excellent series of "Language Lessons."

DR. HAILMANN, of La Porte, Ind., Pres. of the Froebel Institute of North America, has on hand 400 of the copies of Dr. Seguin's celebrated Report on Education, which he wrote as U. S. Commissioner to the Vienna Exposition. This is the remainder of the last edition of the book which he donated to the Froebel Institute of North America, in order to enable it to organize the Madison meeting and print its proceedings. The book is worth originally \$1.00, but he will send it now, for the Froebel Institute, post-paid, for 50c. Persons who will send the annual membership fee of \$1.00, will receive Seguin's Report, a copy of the proceedings of the Madison meeting—a volume of over 200 pages—and be enrolled as members of the Froebel Institute.

For the SCHOOL JOURNAL.

### THE WILL.

MIND ARTICLE.—IV.

"The star of the unconquered will,—  
He rises in my breast,  
Serene, and resolute, and still,  
And calm, and self-possessed."—TENNYSON.

The true order of knowledge is: (1.) willing, (2.) doing, (3.) knowing. Christ expressed this truth when he said: "If any man *will* do His will, he shall *know* of the doctrine."

Dr. Tyndall says: "The first condition of success is an honest receptivity, and a willingness to abandon all preconceived notions."

Pascal says: "Begin with being a better man, and you will soon have my principles."

If we desire to know anything, we must first be *honest and willing* to do whatever is necessary to be done. Without this no one can learn. We must feel *free* to exercise our will as we please. This is at the basis of all our accountability to God and each other—a *free will*. A child cannot be made to study properly against his will. Somehow, the consent of his will must be obtained. How can this be done?

Sill says: "The motive to voluntary action is the gratification of some feeling; as ambition, love of applause, etc., etc." Motives alone move the will. These must be studied carefully by the teacher. Let us take one or two illustrations.

A child has a great unwillingness to study a certain branch or do a certain thing. The teacher skillfully leads him to do a little, and shows him that the result is pleasant and easy. It may be arithmetic. Easy examples are selected; success is achieved, commendation is given, and pleasurable emotions are excited. Skillfully, more difficult problems are assigned, the same success is gained, and more pleasure received. Soon he is thoroughly interested, and new difficulties can be easily surmounted, for the will is thoroughly aroused. How? By means of carefully applied motives.

*Belief* comes before *desire*, and *desire* comes before *willing*. From desire and willing come impulse. When the will is not governed by proper motives, it is said to be "ungoverned" impulse. Think carefully of the analysis. Notice your mental processes.

A girl desires to go to a neighbor's. Why? Because she *believes* there is something there she either wants to see or do, or tell. Her belief is strong, therefore her motives are strong, thus her will is strong. Now, if her will is not governed by proper motives, she may become impulsive, and if not permitted to do as she likes, she may throw herself down in a fit of crying or passion. Let a student of the mind commence a careful examination of personal experiences in the following manner:

Think of something you desire strongly to have or do. Why do you desire it? Because you believe its possession will do something great for you. If what you desire is within your possible reach, and its possession will be of great good to you, or at least you think it will be, then the motives to attempt to get it are great, and your will is strongly exercised towards its possession.

Are these things so? Examine yourselves and see. In this way alone can you become students of the mind. Your mind is like all other minds in its great features. Carefully answer the following questions: Do all statements made to you excite desire? Why not? Why does a child desire candy? Why do you desire a good salary? Why are we all gratified with a high social position? Does a beautiful landscape or charming music excite desire? Why? Why do you desire to become better? Why do you desire to go to heaven when you die? Does pain excite desire? How?

Sill says: "Desire implies a sense or consciousness of want, deficiency, or the absence of something." Is this true?

All of this is preliminary to the subject we have before us, but it is necessary that these questions should be settled before we proceed.

The following topics in studying the *will* must be considered.

1. The possession of a will in us implies an intellect. In other words we must think, compare, imagine, etc., before we can intellectually will.

2. The possession of a will in man implies feelings of like and dislike, hope and joy, as well as the stronger passions of hate and love. In other words, if we will intelligently we must have sensibilities.

3. By an effort of the will we can change our intellectual processes, and greatly modify our sensibilities. On the other hand, the intellect and the sensibilities may greatly change the will.

4. "The understanding reaches the will through the sensibilities."—UPHAM. What does this mean?

Next week we shall consider these thoughts. In the meantime study your own mental processes, not so much by reading what others have said, as by thinking concerning your own mental acts, and observing the artless actions of children. Writing carefully the results of your observations will help you amazingly.

For the SCHOOL JOURNAL.

### NORMAL TEACHING.—NO. V.

OSWEGO STATE NORMAL SCHOOL.

BY EDWARD R. SHAW.

METHODS IN ARITHMETIC.—Prof. Poucher's Class.

In one of our previous sketches we used the word *development*, with some hesitation, as we said, because we had met so many different ideas of it. In this sketch it is one of our purposes to give a clear idea of development teaching by methods in Arithmetic, as they are worked out and brought for discussion and criticism into Prof. Poucher's class.

In his plan of work, immediately following division come properties of numbers and factoring, greatest common divisor, least common multiple, and then Federal money. In this he would lay a basis for decimal fractions, which he would teach before common fractions.

METHOD FOR MULTIPLICATION OF DECIMALS.

*Teacher.* Since we first express, read, add, subtract decimal fractions as integers, how do you think we should first multiply a decimal fraction by a decimal fraction?

*Pupil.* As an integer.

*T.* Then multiply one hundred twenty-five thousandths by five-tenths.

.125

.5

625

*T.* What have you multiplied?

*P.* 125.

*T.* How does 125 compare in value with .125?

*P.* 125 is one thousand times as great as .125.

*T.* Since you have multiplied a number one thousand times as great as the required number, how does your product compare in value with the true product?

*P.* It is one thousand times as great as the true product.

*T.* How find the true product?

*P.* By dividing 125 by 1000.

*T.* How divide 125 by 1000?

*P.* By pointing off three places from the right of the product.

*T.* Do so, and read the result.

*P.* .125

.5 Six hundred twenty-five thousandths.

.625

*T.* By what have you multiplied?

*P.* By 5.

*T.* By what were you required to multiply?

*P.* By .5.

*T.* How does 5 compare in value with .5?

*P.* 5 is ten times greater than .5.

*T.* Since you have multiplied by a number ten times as great as required, how does the product .625 compare in value with the true product?

*P.* .625 is ten times as great as the true product.

*T.* How find the true product?

*P.* By dividing .625 by 10.

*T.* You may do so, and read the result.



P. 125.

.5 Six hundred twenty-five ten thousandths.  
.0625

Many examples would be solved, the pupils both solving and explaining, until all were thoroughly familiar with the process. Then a general statement made with reference to the process, and, according to opinion of the teacher, the rule deduced.

## METHOD FOR MULTIPLICATION OF FRACTIONS.

$$\frac{3}{4} \times \frac{2}{3} = ?$$

The problem is read in all ways:  $\frac{3}{4} \times 2 \div 3$ ; or  $\frac{1}{2}$  of 2 times  $\frac{3}{4}$ .

T. By what are you required to multiply?

P. By  $\frac{2}{3}$ .

T. Because you multiply by  $\frac{2}{3}$ , what is it of the example?

P. The multiplier.

T. In multiplying by  $\frac{1}{2}$  of 2 times  $\frac{3}{4}$ , what is to be done first?

P. Get 2 times  $\frac{3}{4}$ .

T. How multiply  $\frac{3}{4}$  by 2.

P. By multiplying the numerator by 2.

T. Do so and read the result,  $\frac{3 \times 2}{4}$

P. The product of 3 and 2 divided by 4.

T. By what have you multiplied?

P. By 2.

T. By what are you required to multiply?

P. By 2 divided by 3.

T. How does 2 compare in value with  $\frac{2}{3}$ ?

P. 2 is three times as large as  $\frac{2}{3}$ .

T. Since we have multiplied  $\frac{3}{4}$  by a number three times as large as the true multiplier, how does the product compare in value with the true product?

P. It is three times as large as the true product.

T. How, then, find the true product?

Q. By dividing the product already obtained,

$$\frac{3 \times 2}{4} \text{ by } 3.$$

T. Do so, and read the result.

P.  $3 \times 2$  The product of 3 and 2 divided by the  $4 \times 3$  product of 4 and 3.

$$P. \frac{3 \times 2}{4 \times 3} = \frac{1}{2}$$

T. Cancel and read the result.

Many examples would be solved, and then would come, as mentioned at the end of the first method given, the general statement by class with reference to process.

A method would now follow this for the other case in multiplication of fractions, viz:  $\frac{1}{2}$  of  $\frac{3}{4}$ .

## METHOD FOR DIVISION OF FRACTIONS.

The teacher expresses the following example upon the board:  $\frac{3}{4} \div \frac{2}{3} = ?$

T. Read the example.

P.  $\frac{3}{4}$  divided by  $\frac{2}{3}$ .

T. By what are you required to divide?

P. By  $\frac{2}{3}$ .

T. What is  $\frac{2}{3}$  of the example?

P. The divisor.

T. Express the divisor in another way.

P.  $8 \div 9$ .

T. Read the expression now ( $\frac{3}{4} \div (8 \div 9)$ ).

P.  $\frac{3}{4}$  divided by 8 divided by 9 (or by the quotient of 8 divided by 9).

T. How can you divide  $\frac{3}{4}$  by  $8 \div 9$ ?

It may be necessary here to refer to multiplication of fractions to make this clear, as: When you multiply a fraction by a fraction, how is it done?

P. By first multiplying the fraction by the numerator of the multiplier, etc.

T. Because you multiplied by the numerator, by what ought you do you think, to divide?

P. By the numerator of the divisor.

T. What is the numerator of the divisor?

P. 8.

T. How do you divide a fraction by 8?

P. By dividing the numerator by 8, or multiplying the denominator by 8.

T. Which is easier in this case?

P. It is easier to multiply the denominator.

T. Do so, and read the expression.

$$P. \frac{3}{7 \times 8} \text{ 4 divided by the product of 7 and 8.}$$

T. By what have you divided?

P. I have divided by 8.

T. By what were you required to divide?

P. By 8 divided by 9.

T. How does the number by which you have divided compare in value with the fraction by which you were required to divide?

P. The number by which I have divided is nine times as large as the fraction by which I was required to divide.

T. How, then, does the quotient obtained,  $\frac{4}{7 \times 8}$  compare in value with the true quotient?

P. It is  $\frac{1}{9}$  as great as the true quotient (or  $\frac{1}{9}$  of the true quotient).

T. How can the true quotient be obtained?

P. By multiplying the quotient,  $\frac{4}{7 \times 8}$  by 9.

T. How is a fraction multiplied?

P. By multiplying the numerator.

T. Do so, and read the result.

P.  $4 \times 9$ , the product of 4 and 9 divided by the  $7 \times 8$  product of 7 and 8.

T. Find the common factors.

$$P. \frac{4 \times 9}{7 \times 8} \text{ Cancelling.}$$

$\frac{2 \times 2}{2 \times 2}$  \* This figure is intended for 8.

$\frac{2 \times 2}{2 \times 2}$

T. What is the product of the numerators?

P. The product is 9.

T. What, the product of the denominators?

P. The product is 14.

T. Read the result.

P.  $\frac{9}{14}$ .

T. Conclusion.

P. Therefore,  $\frac{3}{4} \div \frac{2}{3} = \frac{9}{14}$ .

Then comes solution of many problems and statements as before stated.

In a similar manner the whole subject of arithmetic may be presented to a class. To teach arithmetic by development requires a full appreciation of the principles upon which it is based, a thorough knowledge of the methods, and practice under skilled critics. Even then a teacher must make thorough preparation for each day's lesson.

For purposes of contrast and confirmation, we insert here an imitation of development, or rather an attempt at a development lesson, which we once heard a teacher give a class in presence of two or three visitors. The order is that of the ordinary arithmetic, and not the one Mr. Poucher would pursue:

## PROPERTIES OF NUMBERS.

The teacher wrote on board, 2, 4, 6, 8, 10, 12, etc., and asked, "By what number greater than 1 is each of these numbers divisible?"

Ans. By 2.

T. For that reason we call them even numbers. You may now define an even number.

P. A number that is divisible by 2 is an even number.

T. Writing on board, 1, 3, 5, 7, 9, 11, 13, 15, etc. Can any of these numbers be divided by 2?

P. No.

T. For that reason they are called odd numbers. Give a definition of an odd number.

P. A number that is not divisible by 2 is an odd number.

T. Writing on board, 1, 2, 3, 5, 7, 11, 14, 13, 17, 19, etc. By what numbers only, can 2 be divided?

P. By 1 and 2.

The same was asked of 3, 5, 13, 19.

T. By what numbers only is each of the numbers divisible?

P. By 1 and the number (or itself).

T. Therefore, we call them prime numbers. Give a definition of a prime number.

P. A number that is divisible only by 1 and itself is a prime number.

T. What numbers multiplied together will produce 6?

P. 2 and 3; 6 and 1.

T. What will produce

$$P. \begin{array}{ccc} 8? & 10? & 12? \\ 1-8 & 1-10 & 2-6 \\ 2-4 & 2-5 & 3-4 \\ 2-2-2 & & 2-2-3 \end{array}$$

T. These numbers (pointing to them) are factors of 6; these of 8; these of 10. Who will give a definition of factors?

P. (After many attempts and some help.) Two or more numbers which, when multiplied together, produce another number, are the factors of that number.

After drill and tests, the teacher asked for factors of 12, 18, 20.

$$P. \begin{array}{ccc} 12 & 18 & 20 \\ 1-12 & 1-18 & 1-20 \\ 2-6 & 3-6 & 4-5 \\ 3-4 & 2-9 & 2-10 \\ 2-2-3 & 2-3-3 & 2-2-5 \end{array}$$

T. Which set of factors (pointing to those of 12) are prime numbers?

P. 2-2-3.

T. Which here?

P. 2-3-3.

T. Which here?

P. 2-2-5.

T. What name ought we to give these factors?

P. Prime factors.

Then came constructing definition of prime factors.

We think it best at this point to speak of a criticism that is so often found near at hand, but which is not a serious one. It may be given accurately enough in the expression, "Think of children giving such logical answers." Now, the fact is that children taught by development, do give surprisingly logical answers. Of this teachers first entering the Practice School are made fully aware when they get a logical answer to an illogical question, and are thus brought back to the line of thought. It was particularly so with one member of a practice class, who, finding a reluctance on the part of some pupils, and calling upon one little urchin for an answer to her question, received the reply, "I know what answer you want, but that question won't bring it."

Doubtless many readers of the JOURNAL will recognize some of the methods in fractions given above. We have seen them now and then in different educational papers, and knew at the same time whence they came. And we are glad of this tardy opportunity to point out their origin, and give just credit to the gentleman who, in so masterly a way, worked these out more than a decade ago, Prof. I. B. Poucher, of Oswego.

## FOR THE SCHOOL JOURNAL.

## SUGGESTIVE QUESTIONS.

## OBJECT.—TO PROMOTE THINKING.

1. If the earth's pulling force should be increased, would our clock pendulums vibrate more rapidly?

2. If a small brass ball should be rolled down an inclined plane, how far would it go during the first second compared with the distance it would go during the second and third seconds? Try the experiment and find out.

3. Can you tell how the exact velocity of a ship, running for several days in a dense fog, can be ascertained?

4. If a cannon ball of a certain weight and size, shot with a certain amount of powder goes half a mile, would another ball of the same size and half the weight shot with the same amount of powder go twice the distance? Why?

5. If a ball hung by a string makes a certain number of vibrations in a minute, will it make half that number in half a minute?

6. If the string in the foregoing experiment should be made twice as long, would the number of vibrations be diminished one-half? How would they be changed?

7. If a ball weighing a hundred pounds should fall from a tower in a certain time, would another ball of the same size weighing half as much, fall in less time?

8. Do we weigh exactly as much on top of a tower as on the ground?

9. Are we longer or shorter at night or in the morning?

10. Stretch a wire loosely across a room. From the center of this suspend a little tin can by a wire. Make a small hole in the bottom of the can; fill the can with fine sand; Set the pendulum swinging in several different directions. Place under the can a large piece of paper, and notice the figure the running sand leaves on this paper. Examine the cause.



## THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

## PRIMARY READING AND DRAWING.

By W. N. HAILMANN, La Porte, Ind.

Reading is *getting thought* by means of written or printed words. The resources of thought being so vast, and infinitely varied, the resources of reading must partake of their character. Children come to the schools neither as beings peculiar, differing essentially from mankind, nor as little foreigners, laboriously investigating the relation between *chat* and *cat*, or *Schlüssel* and *key*, or *JUG*, and *jug*, devoid of emotion, desires, inspiration; but as little *men* and *women*, differing from us only in *degree* of quality and experience, as children of our nationality, speaking our language, thinking in our language, inspired by thoughts expressed in our language.

We realize, then, that teaching reading to little children demands (1) Familiarity with as many branches of knowledge as possible, (2) Power to relate these facts to child thought and feeling, (3) Power quickly to see tides of feeling in the class, and to respond to them. The ways of presenting are as many and varied as facts themselves. Drawing is one way, and I propose to give some hints in regard to its application to primary reading.

Children are especially interested in people, and, of course of all people, they love best to hear about other children.

In rapid drawing, taking time only for hasty sketching, directing interest not only to the picture, but its *suggestions* as well, many tactful arts, in themselves small, must be employed, in order to hold attention. The importance of drawing the subject as engaged in some action cannot be overestimated. A straight laced, phlegmatic, vacant, do nothing, is interesting to no one; no more is a picture of one.

Place before your class a drawing something like this:



and ask your children to tell you about the boy. Some will smile, as if to encourage your efforts (childhood's ingenious forbearance with inefficiency), some will look around to see what is to be seen—in short, they will have nothing to say (except, perhaps, "John is a good boy," and they are tired of that, poor things!) But raise the boy's arm, put something in his hand, and notice the result in the class.

Animation then is a fundamental principle to be followed in illustrating reading lessons.

In order to gain the power of putting animation into the pictures, it is well to study the axes of objects. Indicate them with pencil at odd moments; draw the axes of subjects in various positions.

The "open sesame" of rapid drawing, is indication of marked peculiarities of the subject. The way to acquire this power is through observation of things.

All can do this. We cannot all be *artists*, conceive form ideals, but we can all observe and imitate, for things surround us, and we have eyes and hands. Teachers who think they have no artistic talent, and that they never can learn to draw, do not know how much they can do, when they have observed things—the trees, the team that stops by the gate, the cat that purrs on the rug, or the pretty positions of their little cousins, nephews, sisters, indeed, everything in this beautiful world



that calls to them to look and listen. Some ways to teach children by pictures are,

1. Making things as they are. Do not conventionalize.

Conventionalized.



Better.



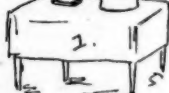
But, it may be urged, objects are seen in these positions—they are correct representations. True. But we are trying to *attract*. Some positions are prettier than others. Who has not said? "How pretty it is, viewed at *this angle*!" Who can know what unexpressed and unspoiled artistic sense is hid in the child? Besides, straight, square, mathematically exact relative positions very rarely occur in nature.

2. In drawing natural objects, make the lines rather undecided than continuous.

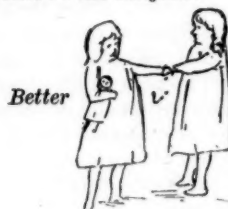


3. Signs of life in the picture.

This is not so good as this:



Also signs of relative actions in the subjects.



4. Letting every stroke count. Do not waste time and chalk, or you will waste attention, and that is precious. Besides, waste is tasteless, and children have pure taste. They may not know it, and we may not realize it, but nevertheless it is there, and so sure as we offend it by talking or acting against time, they will be irritable, impatient, and inattentive, and when we show power and taste, by making every second count, they will be bright, good tempered, and interested.

As before stated, the ways of teaching reading are varied. The most common is the presentation of topics taken from every day child life. In connection with drawing, this method is especially interesting to the children.

Because this is the most general method, and because it is interesting, certain words, convenient, easy to spell, within the grasp of the child's understanding, have been used; they have been used so long that usage has stamped them as First Reader words. Here are some:—peg, jug, jog, Tab, Mag, cat, dig, gig, bog, etc. These words are cut from the language, dried on compilers' desks, neatly parceled, and labeled *a b c d e*, then administered daily to the children. Nature loves to adapt. In Greenland, a man is an Esquimau, in South Africa he is a Hottentot; the Walnut, is in turn, Pecan-nut, Hickory, English Walnut, and we all remember the old proverb, "a bow always bent loses its tension."

Free, joyous, untrammelled child-nature, finding little welcome in the school-room, has turned from the school-room to boat, sand, beetles, and all the innumerable means of self-education; and has been supplemented in the child by a sort of *school* nature. Walking with you on your homeward way from school, Tommy says with perfect

"expression," and unconscious eloquence, "O, see that bird!" The next day in school, he will render that very sentence, "O SEE THAT BIRD."

The First Reader, having lost the favor of child-nature, began in its turn to adapt itself, and its efforts have been comparatively successful and certainly very laudable.

But, no matter how well adapted the ready made book may be, we can not, with any *ready made* matter, expect to touch every sympathetic chord in every class of children, any more than a minister could hope to arouse enthusiasm in his congregation by reading sermons, prepared by some one else, for every one in general, and no one in particular.

In beginning with a little class of children, then, it is well to spend sufficient time in *conversation* to ascertain the tendency of their thought and the scope and character of their vocabulary. Children differ greatly in this regard. City children know of gas, lawn, park, museum; country children of chipmunk, squirrel, apple-tree, well. Even in various wards of cities, this difference is very marked. Having attained your object, begin apparently (but only apparently) at random, in regard to the selection of words. Suppose you are teaching *nest* and *egg*. It is not only unnecessary that the children should know your object; but if they do, it has an effect somewhat similar to "Be happy, I tell you, quick!" or "Go to sleep this minute, I say!" Rather lead the conversation to barnyards, ducks, geese, hens,—then some little fellow will probably say, "Oh, we had a hen once, and she made her nest in the barn and —" then will follow his little story. "Yes," you reply "once when I was in the country I went to the barn and (writing)

"I found a nest."

The written sentence grows out of the conversation and is a *part of it*. There should be as little break in the transition as possible. In the course of the lesson, develop several sentences containing "nest" and "egg."

The fact that words with which the children are not familiar, occur in the sentences, is immaterial. Nature does not fear to show us the moon over the sea; she knows that we love the sea all the better for her shining presence; and while we should not confuse the child by *calling attention* to foreign words, the thoughts they suggest (for he is familiar with them in conversation) will aid him in acquiring the ones we are teaching.

Neither is it necessary to write all that is said. Induce the children to talk, and say *just what they please*, and *as they please*, and watch for your opportunity to place your sentences upon the board. This will tend to dispel the illusion that reading is very different from talking; it will cultivate easy, natural, unconstrained reading.

Phonic analysis should not be used before the children are ready for it, and they are not ready for it before they have discovered it themselves.

Great care should be taken to arrange the words of their vocabulary in logical order. While the children are reveling in freedom, expanding in the joy of expressing their irrepressible little selves, the teacher, with neverfailing sense of law and order, sees to it, that they receive words that can be logically arranged with little difficulty when they are ready to do so.

Give them many words of simple and similar phonic composition, in delightful confusion, yet subject to simplest law, and some day a bright little boy or girl will exclaim, "Why all I have to do to make *pig* from *big*, is to change *b* into *p*. When the children have discovered this, they are ready for phonic analysis.

A fault, one too readily acquires when leading a class in conversation, is that of pumping the children,—asking questions and receiving answers. We should bear in mind that we are seeking to reassure the children who too often come to us with something very like suspicion in their little hearts. They have an idea that "teacher is going to do something *queer* with us," they are not sure what, and systematic questioning, though a very unnatural manner of communication, (and



quite disrespectful, too) is no surprise to their wondering little souls, and they slip so easily into that *unnatural* relation so common between teacher and child, which we are earnestly trying to avoid.

Let your sentences be *short, simple, direct*. But while you are careful to have short sentences, do not overlook the fact that short sentences, unless carefully used, are a very general cause of *abrupt, jumpy, ungraceful* reading. Conjunctions and similar words, which accompany culture and civilization, can be used without lengthening the sentences, and are very valuable in their *softening* effect.

"I see Tom, (and) Tom sees me," is no more difficult than "I see Tom, Tom sees me." "I can go, (because) I am well," is as easy as "I can go, I am well," and much smoother and more natural.

After the sentences have been written, and in reviewing, when you wish to direct the attention to a certain word, for instance "egg," say "Show me where it tells what was in the nest." Aside from the grammatical value, which is self-evident, if the lesson is exercising its full benefit, the children are in a very pretty, healthful glow of enthusiasm about the pleasant things they are thinking of. If you should say, "Show me nest, or hen," it would destroy the poetry, and break rudely upon the flow of imagination. Down they would tumble on their hard desks, surrounded by cold blackboards, slates, and pencils,—and where, in the first instance, the power to hold an object of thought in the mind for some time, is strengthened, in the second it would be weakened.

For this reason, too, it is an excellent plan to connect a whole weekful or more of reading lessons; let each one depend upon its predecessor; allow the children to become as familiar with "Tom" as they are with their little friends and let the "Mary" of to-day, be Tom's sister, and the "Jack" of to-morrow, Mary's and Tom's cousin. Let the "cherry-tree" that you draw to-day, stand in front of Tom's house — "you know Mary and Tom, children?" Let the "road" of to-morrow lead from Mary's house, to Jack's orchard.

Trust the good sense of the child; his delicate taste, his infinite fund of dutifulness and love, striving for expression, asking for response; give him something tangible to grasp,—let his dutifulness meet yours, his love echo yours, and before your year's work is accomplished, you will have realized not only the result in the children's knowledge of words and sentences, but the moral and spiritual possibilities of reading for little children.

For the SCHOOL JOURNAL.

#### EXAMINATION QUESTIONS.

Examination questions should be given, not so much to ascertain how much knowledge the pupil has gained of the unimportant details of the branches, as to find out how well he has imbibed the spirit of true study. A technical examination supposes that much has been taught of no real value. For example, the following questions suppose a vast amount of study and successful memorizing; but of what value is it?

- (1) Exactly how many miles is New York from Chicago?
- (2) Name 17 important towns in the State of New York, arranged in the order of population.
- (3) Explain the different processes of circulating decimals.
- (4) Reduce \$5.17 to francs, and decimals as of francs.
- (5) Exactly what decimal of £5 17s. 6d. is \$5,776.00175?

If a pupil can obtain 100% by answering the foregoing, would he thereby prove himself as good a scholar as by obtaining the same grade in answering the following?

- (1) How many yds. of Brussels carpet of ordinary width, would it take to cover a room 18 ft. 6 in. x 14 ft. 10 in.?

Remark: The width of Brussels carpet is something that an ordinary housekeeper is expected to know.

- (2) How many acres of ground in a piece of land 400 rods, each way?

- (3) How many acres of land would be taken from the above piece by running a road 100 ft. wide through it, parallel to its side?

- (4) What effect has the prevailing winds and currents of the Atlantic ocean upon the route of sailing vessels going from New York to Liverpool and returning?

- (5) Draw up a bill of a farmer's account with a merchant, containing 17 transactions, and showing debits and credits.

Compare these questions with the previous ones, and notice the difference in their educational value. Too much time is spent in school in learning a thousand and one things that are of no value in after life, instead of preparing the pupil to meet and deal with the questions that surely will come up after he leaves school. The best scholars are constantly obliged to consult cyclopedias and dictionaries, and it is nothing to their discredit. In fact, a walking encyclopedia or dictionary is usually a rather impracticable sort of a person. His head is so full of facts and details that there is no room in it for ideas.

#### ARITHMETIC.

- (1) If a man travels 560 miles in 12½ days, in how many days will he travel 138½ miles?
- (2) Divide *twenty-five* by *fifteen-thousandths* and multiply the quotient by *thirty-millionths*.
- (3) How many square feet in the walls of a room 20 ft. long, 18 ft. wide, and 14 ft. high? How many square yards in the ceiling? How many cubic feet of space in the room?
- (4) What is the value of a pile of wood 32 ft. long, 11 ft. high, and 6 ft. wide, at \$4.75 per cord?
- (5) How many square yards in a walk 6 ft. wide, that surrounds a lot which, inside of the walk, is 16 rods long and contains one-half an acre?
- (6) A merchant sold a bill of goods at 20 per cent. profit; the purchaser fails and pays 80 cents on the dollar; what per cent does the merchant lose?
- (7) Sold a house and lot for \$6,000 and gained 20 per cent.; what was the cost?
- (8) What is the exact interest on \$6,000 from January 1st to June 5th of the same year?
- (9) What will a sight draft on New York for \$2,000 cost, at 1½ per cent. discount?
- (10) What must be the dimensions of a cubical cistern in order that it may hold 50 barrels of water?

#### GEOGRAPHY.

- (1) Where are the highest portions of North America? Of South America?
- (2) What three names are given to the mountain ranges that lie along the western coast of the Western Continent?
- (3) What chain of Islands may be called a continuation of the Rocky Mountains into Asia?
- (4) In what general direction do the mountains of Asia extend? Where is their highest portion?
- (5) Compare the general direction of the Rocky mountain system with that of the longest line that can be drawn in North America.
- (6) Which of the five Grand Divisions of the world contains the largest proportion of fertile soil?
- (7) Which of the divisions are inhabited by the most enterprising people?
- (8) To which race do these people belong?
- (9) Name the other races, with their subdivisions, and tell where each lives?
- (10) In what countries is agriculture most extensively and thoroughly carried on?
- (11) Name some products of the soil which require but little cultivation. Among what people are these found?
- (12) What do people do for a living in countries devoid of vegetable productions? What is the condition of these people in regard to civilization?
- (13) Name portions of North America in which coal is found; iron; gold; silver; copper; lead; quicksilver.
- (14) Tell where remains of ancient civilization are found; choice works of modern art.
- (15) Name some countries noted for beautiful scenery.
- (16) Name and locate six great cities of the

world, in order of their commercial importance. Six, in order of their size.

#### CIVIL GOVERNMENT.

1. Give a brief sketch of the different branches of the Government of the United States.
2. How are Representatives elected? What determines the number from each State? How long after a member from this State is elected before he assumes the duties of his office?
3. How are Senators elected? Explain how the Senate is a continuous body. Who are the Senators from this State at the present time?
4. How are amendments to the Constitution made?
5. How does a foreigner become a citizen of the United States?

#### PRONUNCIATION.

Pronounce the following words, each pupil pronouncing a group:

- |                 |                  |                |
|-----------------|------------------|----------------|
| 1. actually.    | 1. florist.      | 1. contrary.   |
| 2. error.       | 2. piazza.       | 2. direct.     |
| 3. volatile.    | 3. area.         | 3. philosophy. |
| 4. preface.     | 4. blackguard.   | 4. ally.       |
| 5. accrue.      | 5. forbade.      | 5. exact.      |
| 6. disdain.     | 6. amenity.      | 6. desist.     |
| 7. category.    | 7. been.         | 7. hostile.    |
| 8. feminine.    | 8. emblematic.   | 8. arctic.     |
| 9. antarctic.   | 9. acquiesce.    | 9. paltry.     |
| 10. nominative. | 10. fulsome.     | 10. bonnet.    |
| 1. comedy.      | 1. defalcate.    | 1. dilate.     |
| 2. admirable.   | 2. impartiality. | 2. anxiety.    |
| 3. cowardice.   | 3. archipelago.  | 3. chasten.    |
| 4. arrogant.    | 4. disaster.     | 4. destine.    |
| 5. bouquet.     | 5. another.      | 5. anoint.     |
| 6. mischievous. | 6. citizen.      | 6. gorgeous.   |
| 7. municipal.   | 7. errand.       | 7. Corridor.   |
| 8. conjure.     | 8. miasma.       | 8. expiration. |
| 9. portrait.    | 9. apparent.     | 9. mountain.   |
| 10. associate.  | 10. nothing.     | 10. atheneum.  |

#### UNITED STATES HISTORY.

1. Name the various periods of United States History.
2. Mention the names of five prominent actors of the first period, and state what each did.
3. Mention in their proper order the principal settlements made during the second period, and state by whom each was made.
4. What trouble arose during the third period? State causes.
5. State some of the causes of the Revolutionary War; some circumstances of the outbreak; name some of the leaders on both sides; describe five decisive battles, and give results of each.
6. Under what difficulties did the United States labor at the close of the Revolutionary War?
7. Name six prominent statesmen of that time.
8. What additions of territory did the United States make after the war; what portions were purchased, and what were acquired by conquest?
9. What serious difficulty began to manifest itself during the time of Webster, Clay, and Calhoun?
10. What caused the Civil War? Who was President during the conflict? Name noted generals on each side, and give an account of some of the noted battles.
11. Where was the surrender made? Who were the commanding generals on each side when the surrender was made.
12. What was the immediate result of the war?
13. What was the effect of the abolition of slavery upon the agricultural interests of the South?
14. What was the condition of the South at the close of the war?
15. What is its present condition?

#### GRAMMAR.

1. Name the principal and subordinate elements of the sentence, and illustrate each by a sentence composed by yourself, underscoring the subordinate words.
2. In the same manner as in the preceding, name and illustrate all the different kinds of clauses.
3. Write ten consecutive sentences, using the descriptive style.
4. Show how words change their meaning by prefixes and suffixes. Illustrate by the use of ten different words, using each in a sentence.
5. Give a satisfactory definition of a verb, and



show how it applies in the sentence, "John is good."

6. Write a sentence in which the semicolon *must* be used.

7. Write a sentence containing a quotation within a quotation, using quotation marks correctly.

8. Do verbs agree with their subjects in number and person in the following sentence, "I run, we run, they run?" Why?

9. What is meant by agreement in grammar? Illustrate by three sentences.

10. Write an article for the printer, in which you will indicate by marks, large and small capitals, quotations, and italics.

11. Arrange the words, phrases, and clauses of the three first stanzas of Poe's "Raven" in the order of their grammatical dependence.

12. Correct the following, where necessary.

a. This is the ladies room.

b. I doubt if this will ever reach you.

c. Every one has this in common.

d. I did not speak yesterday so well as I wished to have done.

e. The author felt that clergymen, more than those of other professions, will study the treatise.

f. They were all persons of more or less consequence.

g. Let's you and I go.

h. For the benefit of those whom he thought were his friends.

i. The disease spread all over the country.

j. I never saw anything like it before.

For the SCHOOL JOURNAL.

### HOW WE STUDIED GEOGRAPHY.

By EMMA T. KILMER, New York City.

After spending some time in imaginary house-hunting, the class came to the conclusion that the outside and surroundings of the supposed place of residence would be the first consideration, and quite as important as the inside.

So then the first step after getting the name of a continent or a country must be to ascertain its location, including latitude and longitude, and its boundaries. This done, the question was put as to its physical condition—does our house lie high or low? This brought us to the physical description, to its mountains, valleys, etc.

Having described the surface on which depend climate, soil, and productions, all the facts connected with this part of the study of a country were easily elicited, followed as a matter of course by the occupations of the inhabitants of the country. Great Britain having been the one chosen for study, with their maps before them, the principal cities, and what they are noted for, were then described.

The political geography of the Empire now becomes the subject for discussion, with the race, government, religion, and character of its inhabitants. Thus a fair idea of the whole subject was attained by the class during the lesson, and the following table was afterwards given for an aid to future recitations.

I. Name.	
II. Location.	Latitude. Longitude.
III. Boundaries.	
IV. Physical Description.	
I. Surface.	Island? Peninsula? Inland?
(Note)—On Surface and Location depend Climate and Soil.	High or Low? Mountains, Plateaux. Rivers, Valleys, Plains.
II. Climate.	
III. Soil.	
(Note)—On these depend Productions.	
V. Productions.	Agricultural. Mineral. Manufactures.
VI. Occupations.	Farming, Grazing. Mining. Manufacturing. Commerce.
VII. Cities.—What noted for.	Foreign. Domestic.
VIII. Race.	
Government.	
Religion.	
Character of the people.	
Their influence on the world.	

### TABLE TALK.

"Slumming" has been very fashionable in London and in imitation of their example, the innocent dudes of New York have ordered special eyeglasses and clothes in order to "take in" this city. They will amuse themselves in climbing into the fifth stories of tenement houses, and making careful notes of the number of smells they recognise. The most curious part of all this performance is that it is done for amusement.

There is a great deal of work for large hearts, strong bodies, and iron wills, to do in this city towards building better houses for those whose incomes are small. If the cholera should break out here next year the mortality of the city would exceed that of Naples this summer. In one house in the lower part of the city there are some eight floors. It is not less than 100 feet wide, or five old houses in a row are thrown into one. On each floor of these five houses are probably eight rooms, each giving shelter to a family. The average is four to a room. That means 250 persons to a house, or 1,250 human beings crowded into one tenement which the five old buildings form. This means that a population greater than that of any one of thousands of incorporated towns and villages in this country is crowded into a single building on a plot of ground 100 feet square. The outbreak of a contagious disease in such a house as this means terrible mortality.

\*\*\*

Isn't it too bad! A correspondent of one of our religious weeklies mourns over the fact that in a certain district,

"Of the two Senators in Congress, neither is a Baptist; of the nine members of the House, not one is a Baptist; of the twelve Judges of the State, not one is a Baptist; of the eight candidates recently nominated for the State offices, not one is a Baptist. During the session of the Convention one Baptist gentleman's name was mentioned in connection with one of the State offices, but he was promptly defeated because he was a Baptist. And of the eight places on the State ticket, six of them are filled with nominees from the two denominations who pull the wires."

It is just this sort of writing that intensifies denominational bondage. We are strongly in favor of a certain denomination, but we hope and pray it may never pull wires or run any of its members for Congress. The brother who wrote the above is a Baptist. We honor him for it. A good, stout, decided Baptist is about as good a Christian as the Church finds; but because he is a Baptist would he make a better teacher, or a Governor, or a State Treasurer, or a policeman? Does a Baptist's corn grow taller than a Presbyterian's. Does a Baptist know more about the tariff than a Methodist? When we come to select our Congressmen, or school trustees, or any civil officer because he is of a certain denomination, we shall have fallen very low in the scale of civilization. It doesn't matter to us at all to what denomination Blaine or Cleveland belongs. Are they honest, capable men? is the question of the hour. There is a certain chapter in Paul's writings which we would like to ask the brother who wrote the above to read. Can any one guess which one it is?

\*\*\*

Who would be free, themselves must strike the blow—BYRON.

Is this so?

"It is time, it is time for the women to rule  
The nation, as well as the home and the school,  
Regardless of reckless and rude ridicule!  
They should fight  
For the right,  
Ignoring the fact that a man's like a mule."

Well, perhaps it is; but, somehow, we can't exactly realize the fact. It is too great a change, perhaps, or too little—we can't decide which. We had an idea that women did rule the world, but perhaps we are wrong. Somehow, we can't get hold of the idea the would-be-poet wants to convey.

\*\*\*

Do our readers want more reproduction exercises? Prof. Shaw, of Yonkers, has prepared many excellent selections, which we will publish if any considerable number of teachers desire to use them. Let us hear from you, for we do not wish to print them unless teachers will be certain to make use of them.

\*\*\*

"Do you know," said a Sunday school teacher to a boy in her class, "that you are a sinner?" "Naw," was the laconic answer. "I am surprised," said the teacher in reply. "Perhaps you can at least tell me what a sinner is?" "Oh, yes," said the boy with quick intelligence; "sinners is strings in turkeys' legs." The teacher at once changed the course of instruction from strong meat for men to milk for babes.

### LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.

2. Put matter relative to subscription on one piece of paper and that to go into this department on another.

3. Be pointed, clear and brief.

4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.

5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

6. Hereafter all questions that may be answered by reference to the ordinary text books, and puzzles involving no important principles, owing to the limited space in a single issue, will be excluded from this column.

(1) Please tell me about the taking and restoration of Arlington Heights (2) What is the length of term in the House of Commons? (3) How do senators and representatives in Congress draw their pay? (4) What is meant by a long term and a short term of Congress? (5) Explain the "Salary Grab", and (6) the Star Route frauds.

[(1) Arlington Heights—opposite Washington—was the ancestral home of Gen. Lee. During the Rebellion it was confiscated, but we think that all, except a portion taken for a national soldiers' cemetery, has been restored. (2) It can not be longer than seven years, but may be ended at any time by an act of the sovereign, i. e. the dissolution of Parliament—after which there must be a new election. (3) Directly through the officers of Congress. The bills are properly vouched for, and presented to the treasurer of the U. S. (4) It often occurs that a member of Congress dies or resigns. Another person is then elected, or appointed, for the unexpired term. This is often called a "short" term. (5) The members of Congress increased their own pay, and voted that it should commence some time back of the date of the passage of the bill. This was the origin of the term "back pay", or "salary grab". (6) Many postal routes are away from the lines of railroad communication. These are indicated on the list of routes by a star. These routes are let to the highest bidder. By fraudulent means, many of these contracts were bid off at many times the real cost of maintaining them, thus cheating the government out of millions of dollars. Hence the origin of the term "star route frauds".—Eds.]

(1) Is there any house that keeps a second-hand library of general information, such as history, cyclopædia, natural sciences, etc.? If so, where? (2) Who was the inventor of the first steam-engine, and at what period did he live? (3) Analyze the following sentence, "The end of all knowledge is to love God, and, out of that knowledge, to imitate Him." H. S. H.

[(1) You should have a set of cyclopædias. Write to D. Appleton & Co., or Scribner's Sons. They have second-hand sets of all kinds of cyclopædias which they take in exchange for their large work. (2) Blasco de Garay, a Spaniard, is supposed to have been the first to apply steam to the propulsion of a ship, in 1543. The Marquis of Worcester, in 1663, invented, and had set up near London, the first apparatus that applied steam to various practical uses. (3) Subject of sentence, "The end of all knowledge"; predicate, "is"; compound attribute complement, "to love God, and to imitate Him"; attribute modifier, "out of that knowledge", modifies the phrase "to imitate Him". "Out of" is here considered a compound preposition.—Eds.]

(1) What course of study could be advantageously substituted for geography, in a class whose pupils average 12 years, and who have taken two grades of geographic work? It has been suggested that they drop geography. Is it advisable? (2) Give some account of recent African exploration. (3) What studies would be really essential for a class of pupils during their last year in school? (4) Is there any better work on U. S. history, for intermediate grades, than Higginson's U. S. History? M. S. S.

[(1) History—using maps in tracing out locations—or a course of reading descriptive of the people of different countries, their customs and manners, civilization, achievements, and the adaptation of the physical features of the country to industries and commerce. (2) See page 71 Aug. 26 JOURNAL, and the current press. (3) Principles of political economy, laws of business, elements of common science, literature (American first, then foreign), history (American and general), and thorough discipline in the art of expression. (4) All of the recent standard histories are good.—Eds.]

(1) How were the records of the bible kept before the first bible was printed, and when was the first bible printed? (2) To whom should I write to get information about going to South American countries to teach school—especially the Andean countries. (3) Has it been proven true that the Greeley party resorted to cannibalism? (4) There appeared an account in the JOURNAL last fall of a man in Wisconsin being covered up by a hay-stack for several weeks and found alive. Did the man recover? T. E. E.

[(1) The parchment rolls of the old testament were kept by the priests in the synagogues. Written copies were made from time to time. Manuscripts of both the old and new testaments were kept in the Vatican at Rome after the Christian Era. The bible was first printed at Mentz in 1452. (2) The Consul of Chili, N. Y. city. (3) No. Some of the bodies of the deceased, upon examination, were found to have been stripped of their flesh, and cannibalism is suspected. (4) Do not know.—Eds.]

How can I awaken interest, and keep up enthusiasm, in a country school of eight pupils? I am trying to follow closely in the footsteps of the "New Education"



but the more I study the subject, the more ignorant I feel myself. My work comes so far short of my ideal of true teaching, that I am almost discouraged. S. F.

[Arrange the program in such a way that you will have some time for general exercises. Do not hold your pupils to the words of the book. Give them a great many practical examples in arithmetic, such as would be likely to occur every day in life. Awaken in them an interest to look into the causes of things that occur around them. Keep out of ruts. Don't cram, or grind, or scold, or complain, or spend all your time in trying to keep order. Go just as far as you can from the centers of the old traditional methods, and keep your place. Do these things, and you will never fail to excite an interest in your pupils—especially if you continue to read the JOURNAL or INSTITUTE, and follow their suggestions.—Eds.]

(1) Why is so much silver money coined and stored in our government treasury? (2) Can silver be used in paying our national debt? (3) Why can not government coin sufficient money and pay the debt at once? (4) What is meant by surplus money? How can there be a surplus while the debt is unpaid? (5) How does the government incur a foreign debt? (6) Is a nation never free from debt? If not, why? C.

(1) It has been coined in the interest of the stockholders of the mines who wished to keep up the price of silver. (2) Not unless the bond so stipulates. (3) It could, but the effect would be to throw so much money on the market that its value would depreciate, prices would fall, trade and manufactures would suffer, and a panic ensue. (4) The debt is paid as fast as it becomes due. The money left in the treasury, after paying the interest and other liabilities, is called the surplus. (5) By putting its bonds in the market—promises to pay—and selling them for money. (6) Yes; but none of the nations of to-day are.—Eds.]

(1) What led Columbus to conceive the idea that the earth was otherwise than flat? Were his reasons for so thinking the same as those now given? (2) Give some well-tried and successful methods for preventing tardiness, and oblige. T. M.

(1) He had read the writings of Copernicus, Galileo, and Kepler, and believed the same general arguments now stated. Many more convincing ones have been added since his time. (2) Record of tardy pupils kept, and names sent to parents; commending those in time; making opening exercises so interesting no one will want to stay away; instilling a sense of duty; appealing to love for teacher and desire to make the school as good as possible, and a sense of personal responsibility. These are a few ways. There are many others.—Eds.]

In reply to Inquirer's "difficulty" on the subject of mathematical "signs," allow me to say that, if the author of the example quoted from Robinson's "Rudiments of Arithmetic" means 5.7 times the difference between 16.04 and 12.0026, his language is defective. It should read: To .02 times 32.5 add 5.7 times the difference between 16.04 and 12.0026; or to 32.5 add 5.7 times (16.04—12.0026).

Robinson was an excellent mathematician. I don't think he was guilty of committing the error. His editor may have been.

The use of the sign of aggregation would prevent confusion. See explanation and use of signs, Robinson's "University Algebra." J. DUNLAP.

In your SCHOOL JOURNAL, Aug. 23d, in the answer to the question concerning the "International Date Line," are you not mistaken? In a "Manual for the use of the Globes," by Joseph Shedler, and published by E. Steiger, N. Y., pages 25-28, an interesting account of this Date Line is given; and an account of it is also given in the "Library of Universal Knowledge." I think it is generally the custom to "set up," or "set back" a day in crossing the 180th merid., as you say, although not the real date line. D. FRANK.

[If you refer to our answer we think you will find no mistake. Look, and report what?—Ed.]

(1) Exactly how much was included in the Louisiana purchase? (2) How far west did Mason and Dixon's line extend? How far was it run out? SUB.

(1) All of the present States of Louisiana, Missouri, Arkansas, Iowa and Nebraska, and the territories of Montana and Dakota, with the greater part of Minnesota and Kansas, and a small part of Colorado and Wyoming. (2) 280 miles from the Delaware river, of which 244 miles were run by Mason and Dixon, and the rest in 1782 by two other surveyors.—John J. Anderson, author of the Anderson Series of School Histories.]

I have 107 pupils and three teachers in a small church with only church benches for seats. Our trustees say, as the cotton crop is a failure, they are too poor to build a new house. Is any other teacher so situated? If so, I would like him to tell me how he maintains quiet in his school-room. S. C. S.

Allow me to say that I am taking three educational papers, but I would rather have the JOURNAL than both of the others. I find that it is a perfect teachers' library in itself. I read every article with the greatest interest. I am an old subscriber of the INSTITUTE, which was very good, but would rather have the JOURNAL, as it comes oftener. I could not teach school without it. H. S. H.

We need an educational missionary to travel through our counties and wake up the people. I would invest in a thousand copies of your JOURNAL for distribution among our people were I able; but the means are wanting. B. M. Z.

## EDUCATIONAL NOTES.

### TO SUPERINTENDENTS, INSTITUTE CONDUCTORS AND TEACHERS.

Our readers would like to know what you are doing. Will you not send us the following items: Brief outlines of your methods of teaching; interesting personal items; Suggestions to other workers. Only by active co-operation can advancement be made. Thousands are asking for information and we shall be glad to be the medium of communication between you and them. EDITORS.

DAKOTA.—From a circular received from the Canton City School Board, Prof. Chas. F. Gates, principal, we conclude that superior educational advantages are offered to the young people of that city and county. An experienced and efficient corps of teachers has been employed. A school building with all the modern appliances will soon be ready, while the religious, the social, and the literary advantages of the place are second to no other in the region. Such as desire it can defray a large part of their expenses by work.

FLORIDA.—Mr. J. S. Cowdon, of St. Augustine, has returned from his extensive summer trip, which included Madison, and concluded with the grounds of the World's Exposition at New Orleans, La.

INDIANA.—There are still about 400 copies of Dr. Seguin's celebrated Report on Education, which he wrote as U. S. Commissioner to the Vienna Exposition. These are to be sold for the benefit of the Froebel Institute of North America. The original price was \$1. The few remaining copies will now be mailed, post paid, to any address for 50 cents. Any person paying the annual membership fee of \$1 will receive a copy, together with a copy of the proceedings of the meeting of the Institute at Madison, a volume of over 200 pages, and be enrolled as a member of the Froebel Institute. Address the president, W. N. Hallman, Laporte, Ind.—The Trumbull county Institute closed a four weeks' session Aug. 29th, instructors, E. F. Moulton and M. S. Campbell. The session was interesting and profitable, and the Institute voted to hold the next session at the same place and for the same length of time. The lecture of Mr. Moulton on "The Spirit of the Teacher" was excellent, and was well received by a large audience. Officers for next year: President, L. P. Hodgeman; vice-presidents, A. A. McCorkle, A. W. Kennedy, Josie A. Kreidler; executive committee, E. F. Moulton, E. H. Stanley, F. O. Reeve.—The general circular of the Indiana Teachers' Reading Circle has been issued by Secretary Skinner. Many hundreds of teachers are already enrolled. They have been prepared by President Brown, of the State Normal, Supt. Boone, of the Frankfort schools and Chief Clerk Skinner, of the Department of Public Instruction. State Supt. Halcombe has issued the manual of township institute work to all the teachers of the State. He has recommended the observance of an autumn arbor day, and the appointment by the trustee of a township principal in each township.—Intelligence editorially congratulates Indiana that the Department of Public Instruction is not controlled by partisanship.—W. H. Sims, the new Supt. of Goshen, and T. G. Alford, the principal of the new South side high school of Indianapolis, have entered upon their work with every indication of success.

KENTUCKY.—Owenton High School opened auspiciously Sept. 15th. The faculty consists of Prof. Walter S. Smith, principal; Mrs. J. R. Garrett, teacher of instrumental music; Miss Alice Bailey, first assistant; Miss Sallie B. Hord, second assistant.

KANSAS.—We have just closed a series of successful Institutes in this State, and the results have been very gratifying to the large number of teachers who have been in attendance. In nearly every organized county, an Institute has been held from four to six weeks. The State has a large number of trained conductors and instructors who are doing excellent work for the commonwealth. Probably not less than five thousand teachers have received the benefits of Normal instruction in the various Institutes this year. Butler county enrolled 220, and Coffey and McPherson counties enrolled over 150 teachers each, in their Institutes. Kansas has had these Institutes every summer for the last eight years, the State appropriating quite a sum for their support. A very marked improvement is noticeable among the teachers of the State, the result, no doubt, of this normal training. ROCK.

KENTUCKY.—Fayette county Institute began at Lexington, Sept. 24th, E. F. Dornaly, Supt.—Supt. James N. Saunders, of Fulton county, has organized an association. The last meeting was held Sept. 30th.—J. W. Salle, of Wayne county, is a live superintendent. He believes in Institutes and SCHOOL JOURNALS, and insists on his teachers being filled with the same kind of enthusiasm and zeal. He has just closed one of the most successful Institutes ever held in the county—with A. D. Noel as conductor. Adjourned to meet 2d Monday in July, 1885, with the same assistance engaged for the work.—The Whitley county teachers' Institute met in the Williamsburg College, Sept. 8th, with Supt. G. D. Moore as chairman, and Prof. W. S. Smith, of Owenton, as principal conductor, and Prof. Hampton, of Prestonsburg, assistant conductor.

Prof. G. A. Richardson, late of Eminence College, a graduate of the University of Michigan, has accepted a call to the superintendency of the public schools of Winchester.—Mr. B. B. Hunton, Supt. of the Institution for the Blind, Louisville, is treasurer of the Froebel Institute of North America.—Prof. F. L. Bristow, in company with Mrs. B. E. Gould, and Master George Gould, left Covington last week for Las Vegas, New Mex. They go to join Dr. George Gould, who has taken charge of the Female College, of that city. Prof. Bristow will have charge of the musical department.—Miss Pauline Bristow has gone to Columbia, Tenn., as a teacher of English literature and elocution in the Episcopal Female Institute.—Supt. Neander Stephens, of Kenton county, has been re-elected, an instance of the ignoring of party spirit in the election of superintendents of the schools. The people, without regard to party, solicited him to become a candidate, and elected him.—Prof. Burke has been put at the head of the Newport high school.—Miss Louisa Knoke has succeeded Miss Knox in the primary department.—Miss Anna Bromwell has been chosen to fill the vacancy caused by the death of Miss Cora Padgett.—Miss Sarah Peacock was elected to fill the vacancy in the high school caused by Miss Mosebaugh's resignation.

MINNESOTA.—Supt. S. B. Wilson, of Rice county, held examinations recently at Faribault, Dundas, and Morris-town. At the first place, 30 teachers were examined; at the next, 30; last, 4. 11 first grade certificates were given, 4 more than last year; 85 second grade, 6 more than last year; 87 third grade, 8 less than last year; and the whole number of failures were only 30—10 less than last year. This certainly looks like advancement.—The Rice Co. In-

stitute was held at Northfield, instead of Montevideo, as given in JOURNAL of Sept. 20th.—The schools of Fergus Falls open prosperously and pleasantly under Supt. B. F. Reynolds. Pupils have fallen into line and everything is moving like clock-work. 606 pupils are enrolled, and with the principal of high school, 13 teachers are at work. All are in earnest and doing their duty. Supt. Cowing, of Otter Tail Co., will hold an institute at Battle Lake, Oct. 13th.

MASSACHUSETTS.—Institutes will be held as follows: Hampden county, Oct. 1st, at Long Meadow, 3rd Palmer; Berkshire county, 7th Lanesborough, 8th Lenox, 10th Sheffield; Worcester county, 14th Charleston, 15th Holden, 16th Lancaster, 17th Northboro; Plymouth county, 21st Rochester, 23rd Eastbridgewater; Norfolk county, 24th Braintree; Middlesex county, 28th Lincoln; Franklin county, 30th South Deerfield; Hampshire county, 31st East Hampton.

MICHIGAN.—The Mason county teachers' association will be held at Ludington, Oct. 17th and 18th. Rev. S. N. Hill makes the inaugural address. Supt. C. W. Pickell lectures on "Elements of Success in Teaching." H. T. Blodgett and C. E. Lercin discuss "Primary Arithmetic," Mrs. Loomis and Mrs. E. E. Haight "Relation of Parent and Teacher." J. H. Kaye reads a paper on "School Government" and Lester Scott leads the discussion of the same. David Parsons, Dept. State Supt. of Public Instruction, is the Democratic nominee for State superintendent.

N. Y. STATE.—The Lewis County Teachers' Institute will be held at Martinsburgh, Oct. 20th-24th. Instructors: Prof. J. H. French, Ph.D., and Prof. C. T. Pooler, A.M., R. T. Damuth, J. H. Myers, Commissioners.—The Teachers' Institute will be held at Warrensburg during the week beginning Monday, Oct. 13th. There will be one or two meetings of the Warren County Teachers' Association during the week. The regular business will be the election of officers and discussions upon the study and teaching of physiology and hygiene. The subjects previously assigned are: Food and Drink, Digestion, Circulation, Respiration, Sleep, Nervous System, Eye-sight, Skin, Muscles, Skeleton, Alcohol and Narcotics. Members of the association are expected to read a paper upon, or take part in the discussion of, some one of these topics.—The present school year in Niagara county promises to be one of the most successful in its history. The Union schools of the county, known as the Lockport and Wilson Union schools, are supplied with a very competent corps of teachers. Prof. Asher B. Evans has for a long period been principal of the Lockport school, and has raised the school to its present standard of success. The Wilson school, under the supervision of Prof. A. H. Burdick, is doing excellent and thorough work. A normal class is conducted each winter term, by Prof. Burdick, which is largely attended. We are glad to notice that teachers are beginning to appreciate the value of normal instruction. Many of the district schools of the county are adopting the "three term system," instead of the long winter and summer terms. The largest district school in the Second Assembly District, known as the Maple Street School, will be conducted the coming winter by Mr. Walter L. Case. The Somerset high school will be taught by Mr. John O'Keefe. The nominations for School Commissioners in the 2d Assembly dist. are as follows: Frank P. Seeley, Rep.; Fred. J. Swift, Dem.; Prof. A. Hall Burdick, Pro.

NEW JERSEY.—The Union county Teachers' Association, thanks to the enthusiastic efforts of Co. Supt. Pease, is in excellent condition, and is doing good work among the teachers of the county. At the first quarterly meeting held Sept. 30th, there was a large attendance, and much interest was manifested by the members. Prof. Brainard Kellogg, of the Brooklyn Polytechnic Institute, Brooklyn, gave a pointed and suggestive talk on "Literature in Schools," which was much enjoyed by those present. Twenty new members were admitted. The work of the association is such as must bear good fruit in the schools of the county.—The American Normal Institute, conducted by Prof. Robert F. Y. Pierce, Pres. and Supt. of Instruction, is designed to benefit teachers and those wishing to become teachers, but who cannot conveniently attend a normal school, by providing a course of reading and study which may be pursued at the homes of the members. There are three departments of the Institute, each having a three years' course, viz: Normal reading course; normal scientific or professional course; and the normal college. The latter department has an elementary and an advanced course, and aims to give the course of study as pursued in the leading normal schools of the country.

NORTH CAROLINA.—The teachers' Institute at Dobson was considered a success. Prof. J. H. Lewellyn was principal instructor and Prof. N. S. Smith, assistant. Every teacher left better qualified for work at the close of the session.—The Monroe high school has established a reading room for its students, where the leading periodicals of the day can be found.—The Lenoir Institute, conducted by Supt. W. S. Byrd, was a very successful and satisfactory one. Dr. R. H. Lewis, of Kinston College, Miss Chadwick, of New Bern graded school, Mrs. L. C. Davis, of Moss Hill academy, and Mrs. Owen Parrott, of Kinston, assisted.—Prof. D. Matt. Thompson, Supt. of Lincoln county, began an interesting Institute, Aug. 18th, assisted by Profs. Mitchell, of Charlotte, and S. J. Whitener, Ira Erwin, Jr., C. C. Cornwell, Jenk. L. E. Quinn, Hoffman, Dr. Crouse, and others.—The teachers of Iredell county have adopted a resolution that no certificate should be issued to a man who habitually gets drunk. So say we all.—The colored teachers of Craven county organized a teachers' association on Aug. 18th. The officers are, president, Rev. Alex. Bass, and secretary, John G. Sutton.

Miss Laura Flow, a teacher in the Yadkin Mineral Springs Institute of Stanly county, is dead. She was an accomplished teacher and an exemplary Christian lady.—Mr. George W. Sparger has resigned his position as principal of Mount Airy high school and county superintendent for Surry Co., and takes charge as principal of Samuel Bailey Institute at Griffin, Ga.—Prof. J. J. Fray, president of the North Carolina teachers' assembly, returns from his summer sojourn at Red Sulphur Springs, improved in health.—Mr. Wm. Baxter Phillips, for some years a teacher in the Albemarle academy, Stanly county, died there Aug. 16th, of typhoid fever.—Prof. T. J. Mitchell, Supt. of the Charlotte graded schools, attended the State teachers' Institute at Spartanburg. He gave an interesting and practical talk on the methods of keeping children interested and employed in the school-room.—Miss Lucy A. Tighe, of Raleigh, has accepted a position as teacher in St. Francis high school, of Fair Haven, Conn.—Mr. A. G. Rembert, A.M., a graduate of Wofford College, has taken a position as assistant in Laurinburg high school.—Miss Mamie A. Todd, an honor graduate of Nashville Normal College, is an assistant teacher in Waynesville high school.



**OHIO.**—A teachers' Institute will be held at Kalida, Saturday, Oct. 11th. "How I teach geography," will be discussed by W. E. Davis. "The first lesson in history" by B. J. Beach. "The first day of school," by F. N. Algire. "That course of study for country schools," by L. H. Murlin. "Solution of the questions of the last examination," by D. W. Seitz. Miami University is about to reopen under the presidency of Rev. Dr. H. R. Bishop, son of the eminent educator who gave to Miami University its national reputation.

D. N. Cross has charge of the schools of New Madison. D. W. Stahl, of North Liberty, Knox county, has been elected superintendent of schools at Lexington, Richland county. W. R. Wickes, who superintended the schools of Granville last year, has accepted a position in the new manual training school at Chicago. James W. McLane resigned the principalship of the Norwalk high school, just after the opening of the new school year, to take a position at Lafayette, Ind. G. P. Coler, of Athens, is spending this year in study at Johns Hopkins University, Baltimore, Md. He will study pedagogy under Prof. G. Stanley Hall. O. M. Coxen has succeeded W. H. Dressler in the superintendency of schools at Alliance. Mr. Coxen had been a teacher in the Alliance schools for several years. A. W. McCall, a recent graduate of the Garrettsville high school, and brother of Supt. J. N. McCall, of Newton Falls, was drowned in Mahoning river, while bathing. He had engaged to teach the high school at Girard, Mahoning county, and was about to begin his work. John S. Royer, editor and publisher of the *School Visitor* at Ansonia, Darke county, has removed to Gettysburg, to take charge of the schools at that place. The *Visitor* will be issued from Gettysburg in future.

**OREGON.**—The State Supt. of Public Instruction, Hon. E. B. McElroy, issues a circular to publishers, notifying them of the approaching adoption of a series of text-books for the next four years. The law of the State directs each county superintendent to vote for the books he prefers, and transmit his vote to the State superintendent, who counts the votes and decides upon the series receiving the largest number. The vote will be cast some time in November or December.

**PENNSYLVANIA.**—The October Institutes will be held as follows: Delaware county, Media, Oct. 20th; Crawford county, Meadville, Oct. 20th; McKean county, Smethport, Oct. 20th; Venango county, Franklin, Oct. 20th; Barks county, Reading, Oct. 27th; Bucks county, Doylestown, Oct. 27th; Montgomery county, Norristown, Oct. 27th. Mr. J. M. Reed, appointed superintendent of Beaver county in place of J. S. Briggs, assumed his duties Sept. 1st. The Bradford County Teachers' Association met at East Troy, Sept. 18th. Prof. Colom gave an interesting talk on the relation of teachers to society. Queries were answered, and questions relating to the teacher's work discussed. The next meeting will be held at Frenchtown, Nov. 14th and 15th. Prof. W. N. Erhart, after a busy term of service at Tamaqua, goes to Shenandoah as principal of the schools, at \$1,000. J. L. McCaskey remains at Duncannon, as principal. John S. Campbell has been re-elected as principal of the Newport schools. Rev. H. W. McKnight, D.D., the newly-elected president of Penn. College, at Gettysburg, has entered upon his duties, and is infusing new life into that institution. He is a young man of rare attainments, and has the force and magnetism of a true teacher. He will draw many young men to Gettysburg. Penn. has too many academies under the name of normal schools. We shall hail the day when they shall become truly professional schools. Mr. A. Read, a graduate of Lafayette College in the class of 1873, and a teacher of nine years' experience, has recently been elected principal of the Tyrone public schools. Prof. J. Q. White declined a re-election as principal of the Huntingdon schools, and is succeeded by Prof. L. S. Shimmell, of the Shippensburg Normal School. Prof. G. W. Rine has been elected principal at Marysville, while Profs. McCaskey, Campbell, Fahnestock, and Snyder remain at their old stations.

**TENNESSEE.**—The Shelby county Teachers' Association, which meets the first Saturday in each month, contemplates employing a normal instructor to give special instruction on the best methods of teaching. Mrs. Horton, president of the association, is using all her energies to elevate the profession of teaching in Shelby county, of which she is superintendent. Mrs. H. visits 140 schools each year. The Independent Normal at Gardner is growing in pupils and popular favor. Capt. S. A. Mynders, teacher of the public school at Humboldt, was recently married to Miss Pobrecitta Richeson, an ex-pupil of the Humboldt Normal Institute. The twentieth anniversary of the Tennessee State Teachers' Association was held at Paris, Oct. 2-4. Prof. Mitchell has charge of the public schools of Union City; he has an attendance of 500 or 600 pupils.

**UTAH.**—An admirable course of study for the schools of Utah county has been sent us. It is highly commended by Prof. Karl G. Maeser, not only for the schools of Utah county, but for the whole territory.

**VIRGINIA.**—The thirty-second session of Roanoke College begun Sept. 17th, with a large increase over the attendance of last year. It has had a steady gain for five years—and is larger this year than formerly.

**WISCONSIN.**—The State Superintendent has made the following appointments of visitors to the normal schools of the State for the current school year: Platteville, Hon. W. C. Whitford, Milton, T. C. Richmond, Esq., Madison: A. O. Wright, New Lisbon, Whitewater, Prof. J. B. Parkinson, Madison; George T. Witter, M.D., Grand Rapids; Hon. S. A. Craig, Jefferson. Oshkosh, Supt. L. D. Harvey, Sheboygan; Supt. John Nagle, Manitowoc; Supt. Wm. E. Anderson, Milwaukee. River Falls, Supt. C. F. Viebahn, Watertown; M. S. Frawley, Eau Claire; Supt. L. Kessinger, Alma.

**WASHINGTON, D. C.**—Mrs. Louise Pollock will hold a free kindergarten bazaar in Masonic Temple, from Thanksgiving day, Nov. 27th, till Dec. 3d, and will invest it with some educational characteristics, such as correct representations of Japanese and other foreign schools, as curiosities for our young people. Aid in this enterprise is requested by contributions either of goods, money or eatables. A list of the contributors and their gifts will be published in the daily papers and in an official report.

**AN ANCIENT AQUEDUCT REOPENED.**—The aqueduct built by the Emperor Augustus to supply Bologna with water was restored to use June 5th. The work of tunnelling and masonry had been so thoroughly well done, that both stonework and brickwork are still as solid as the rock itself, the only considerable breaks being where the Reno had washed away several portions of the aqueduct, or where the torrents which rush down into its stream had carried away the artificial substructure.

## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

### EASY EXPERIMENTS FOR MORNING EXERCISES IN COMMON SCHOOLS.—NO. I.

By G. DALLAS LIND, M.D., Central Normal College, Danville, Ind.

There are a great many very simple experiments illustrating common principles which may be performed anywhere with a very little trouble, and, in many cases with absolutely no expense. Experiments always interest children and youth, and can not fail to awaken thought and lead to investigation. One or two given each morning, will prove a remedy for tardiness more effectual than rewards or punishments.

I am presuming that the teacher has read a work on Natural Philosophy sufficiently to be able to explain some of the simplest facts connected with gravitation and the properties of liquids and gases. The following experiments illustrate some of the properties of gases and liquids:

1. Get a small homoeopathic vial; or a very small bottle of any kind. Fill it partly full of water, place the finger tightly over the mouth and invert it in a tumbler nearly filled with water. Then remove the finger, let go of the vial, and note the result. The vial will either float with the mouth downward, or it will sink to the bottom of the tumbler. If it be filled completely full of water, it will, of course, sink, since glass is heavier than water; but if only a little water be put in the vial, it will float and contain a quantity of air. If it be filled nearly full of water, it will sink and remain at the bottom standing upon its mouth, and containing a small quantity of air at the upper end. Observe in each case that the air is held beneath the surface of the water. To show that it is air, and that it is lighter than water and held down by the weight of the vial, take a stick or pencil and turn the vial over upon its side. A bubble or two will be seen to escape and rise to the surface of the water in the tumbler, and water will run in to take the place of the air. Next try balancing the vial in the water without putting any water in it. You cannot make it float in an upright position. It will fall over on its side, and either float in that position, or dip in enough water to sink it. These experiments are, however, only preliminary steps to experiment No. 2, yet each one illustrates a principle.

2. By repeated trials you may so fill a vial with water that it will just float with the bottom at the surface. Note that if you have too much water, it will sink too easily, and if you do not get enough it will be impossible to make it sink in the manner described below. Usually the vial will have to be filled about one-third full, but that will depend somewhat on the thickness of the glass in the vial.

Having made a trial, floating the vial in the tumbler, next transfer it to a quinine bottle, or any bottle or jar with a moderately wide mouth. The wide mouthed bottle must be as full of water as possible, and placed on a level table. The act of putting the vial in the bottle will cause some of the water to overflow. This must be replaced by pouring more in. Now for the most interesting part of the experiment. Place the palm of the hand so that the convex portion or ball of the thumb will come exactly upon the surface of the water in the bottle, and exert downward pressure. The water will transmit the pressure to the air in the vial, which will be compressed and lessened in volume, and the water will rise in the vial, making it so heavy that it will sink to the bottom. Then relax the pressure of the hand, and the vial will rise again. By alternately pressing down and relaxing, it may be made to move up and down in the water as a fish, or as a balloon in the air. The lessening of the volume of the air may be distinctly seen. This experiment is performed with some modifications by professors of Natural Philosophy using expensive apparatus, and is known in the books as the "Cartesian Diver," or the "bottled imp." It illustrates in a striking manner the transmission of

pressure in liquids, the compression of gases, and the principle of buoyancy, or upward pressure of liquids.

3. An interesting modification of experiment No. 2, is performed as follows: Balance the vial as above in a self-sealing fruit jar filled to within an inch of the top with water. Make a hole about half an inch in diameter in the lid of the jar. This may be done by breaking out the porcelain lining and punching the zinc with a nail, enlarging the opening with an iron pipe. Now have the tinner solder a tube about two inches long to the lid around the hole. (This apparatus will answer for several experiments yet to be described.) Screw the cover tightly to the jar, and blow with your mouth into the tube. The air in the jar will be compressed, transmit the pressure to the water, and this again will transmit the pressure to the air in the vial, and it will sink as before. Release the air by taking away the mouth and the vial will rise.

4. By repeated trials a vial may be so filled with water, that it will just sink to the bottom of a fruit jar arranged as in experiment No. 3. Screw on the top, and instead of blowing, suck the tube and thus partially exhaust the air. The pressure being relieved upon the water, the air in the vial will expand and make the vial lighter, and it will rise to the top. On admitting the air the vial will sink again. To make this experiment successful, the vial must contain just enough water to sink it, and no more.

8. Drop a piece of a dry brick in a jar nearly filled with water. Observe a number of small bubbles arise. The air contained in the pores of the brick is driven out by the pressure of the water. It is in the first place held there by the force of adhesion. The pressure of the water, caused by its gravitation, is greater than the force of adhesion. But why does not the pressure of the water drive out the air in the vial in the experiment described above? Because the air is held down by the weight of the vial itself. This was shown in experiment No. 1, by turning the vial on its side, allowing the water to get into it. Now, a simple experiment will show that there is still air in the pores of the brick, and that it is held there by the weight of the brick, the pores being in a position similar to the cavity of the vial. The experiment is this: Screw on the jar the top with the tube used in experiment No. 3. Exhaust the air by sucking with the mouth. More bubbles of air will rise. The pressure of the air over the water being removed, the water presses with less force against the cavities in the brick, and the air expands by its own elasticity, and a portion of it passes beyond the edge of the opening. If an air pump be attached to the tube; still more bubbles of air may be brought from the brick.

For the SCHOOL JOURNAL.

### OUTLINE OF WORK FOR MIND CLASS.

#### SECOND WEEK OF STUDY.

NOTES.—(a) These questions are based upon the article, Abstraction, No. 2, Aug. 30.

(b) Notice the "Rules of the Class" in our last number.

(c) New members should send their names at once.

(d) There is no charge.

1. What does the child first learn in gaining knowledge?

2. Illustrate the foregoing answer by an incident from actual life.

3. How is the power of noticing our own mental processes acquired?

4. Is it true that children at first attribute life to everything they see? Prove by your experience.

5. How do we learn qualities as, goodness, kindness, love, wisdom? Which qualities do we learn first? Which later?

6. How does abstraction promote facility of expression?

7. When is the faculty of comparison brought into exercise? What relation has it to abstraction?

8. How can the habit of drawing ideas of qualities away from objects be promoted.

9. How long can the average adult mind keep the undivided attention on one thing to the ex-



clusion of all others? Is perfect abstraction possible? Why?

10. What is meant by "holding the mind to tangible objects?"

11. What is meant by the term "abstract thought?"

12. Why is abstract thinking highly important?

13. What is the relation of abstraction to attention?

### THE PLANETS FOR OCTOBER.

JUPITER is morning star during the month, rising on the 1st about half past 2 o'clock in the morning; on the 31st, a few minutes before 1 o'clock.

VENUS is a morning star, and rises on the 1st about 2:15 A.M.; on the 31, about 3 o'clock A.M.

MERCURY is a morning star during the month, rising on the 1st about 4:30 A.M.; on the 31st, not far from 6:30 A.M.

SATURN is an evening star, easily recognized by his high northern declination and increasing brightness. He is now established midway between Capella on the north and Betelgeuse on the south; rises on the first at 9:30 P.M., on the 31st at 7:30 P.M.

NEPTUNE is an evening star, in good position for telescopic observation; is in the constellation Taurus, about 7° south of the Pleiades, and remains nearly stationary during the month. He rises on the 1st about 7:30 P.M.; and on the 31st, soon after 5:30 P.M.

URANUS is a morning star; rises on the first about 5 o'clock A.M.; on the 31, about 3:30 A.M.

MARS is an evening star, and may be found in the constellation Libra early in the evening, where he shines as a faint reddish star. He sets on the 1st at 7 o'clock P.M.; on the 31st, at 5:30 P.M.

The October moon fulls on the 4th at 5 o'clock in the evening, standard time; is in conjunction with Neptune on the 7th, with Saturn on the 9th, makes her nearest approach to Jupiter on the 14th and to Venus on the 15th; on the 26th, the day after her first quarter, she occults the third magnitude star Beta Capricorni. If the weather proves favorable, the interesting phenomenon will be easily visible. The observer will see the star suddenly disappear behind the moon's dark edge, and after nearly an hour will suddenly see it reappear on the moon's bright edge, and star and moon will rapidly recede.

### EDUCATIONAL THOUGHT.

A FEW months of physical cleanliness; a few months systematic training in habits of industry; a few months absolute subordination of their own wills to the dictates of sound moral sense, in surroundings which have no association with the scenes they have left, and where the language they used, even the thoughts they breathed as a matter of course in those scenes, are in these among things forbidden—will work a most marvelous change in many instances. This entire change, this separation from their past, does in a way so clear away the films of sense, so dissipate the glamor that threw its lurid light round the scenes of sin they have left, that becoming accustomed to the regularity of well-ordered lives it is possible to reach their hearts.—*Report of the Mass. Industrial School for Girls.*

EVERY teacher, as soon after the commencement of his term of school as practicable, should make it a sacred, binding duty to visit all the families in the district having children to be educated, seek the co-operation of parents and secure if possible the regular attendance of the children at school. By an early acquaintance with the people, frequent friendly visits to the parents and the manifestation of a warm personal interest in the educational welfare of the children, the teacher gains a prestige that cannot fail to produce the best results. Absenteeism, truancy, and tardiness, the bane of all schools, may, in a manner, be broken up through his system of visitation.—*Exchange.*

### FOR THE SCHOLARS.

#### GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

I HATE to see things done by halves. If it be right, do it boldly; if it be wrong, leave it undone.—GILPIN.

CHEERFUL looks make every dish a feast.—MASSINGER.

I PRAY the prayer of Plato, old—  
"God make thee beautiful within."—WHITTIER.

He who avoideth not small faults, by little and little, falleth into greater.—THOMAS A KEMPIS.

Dare to do right, dare to be true!  
The failings of others can never save you;  
Stand by your conscience, your honor, your faith,—  
Stand like a hero, and battle till death.

A MAN should blush to think a falsehood; it is the crime of cowards.—SAMUEL JOHNSON.

BELIEVE not each accusing tongue,  
As most weak people do;  
But still believe that story wrong  
Which ought not to be true.  
—R. B. SHERIDAN.

OF all earthly music, that which reaches furthest into heaven is the music of a loving heart.

LOOK for goodness, look for gladness;  
You will meet them all the while.  
If you bring a smiling visage  
To the glass, you meet a smile.  
—ALICE CARY.

#### NOTEWORTHY EVENTS AND FACTS.

We have been accustomed from week to week to publish the current news, domestic and foreign, not for the purpose of giving our readers an account of what they can better find in the daily press, but as a suggestion for school-room use. The news items may be culled from the papers by teachers and pupils. A certain time in the week may be devoted to the discussion of these extracts. Now, it is very evident that the simple reading of them would do no good, for allusion and names are frequently used that need explanation. Pupils should be accustomed to ask intelligent questions, care being taken that the discussion does not become trivial. A large map of the world should always be kept in sight of the pupils. It is essential that reference be frequently made to it by pupils—and only by the teacher when no pupil is able to point out localities. An intelligent conversation concerning current events, properly conducted, will be the means of great good in several directions not necessary here to point out. What we shall give from week to week will be for the purpose of suggesting appropriate matter, and the questions which the pupils may be led to ask if the proper spirit is encouraged.

#### FOREIGN.

France is reported willing to resume negotiations with China. [What are negotiations between countries?]

Three of the soldiers of the Gordon Relief Expedition died at Dongola. [What conditions, unfavorable to health, attend European soldiers on their way to Khartoum?]

Mr. Irving and Ellen Terry appeared in Quebec. [For what are these people noted?]

The election of President Diaz was celebrated in Mexico.

It is reported that Gen. Gordon has captured Berber. [Where is Berber? How far from Khartoum?]

#### DOMESTIC.

Two of the Atlantic cables are broken. [How many Atlantic cables are there? Why is more than one necessary?]

Some person fired into the car-window at ex-Gov. St. John.

Gov. St. John has published his letter of acceptance. [Why does a political candidate publish a letter of acceptance?]

Seventy-nine boats were lost in a hurricane at Iceland.

There is much destitution in Labrador on account of the failure of the "catch" of fish this year.

#### INTERESTING FACTS.

THERE are 600 female physicians in the United States.

AGUERO's insurgents continue to be successful in Cuba. Their guerilla mode of warfare baffles the regular troops.

At a recent sale in London a white butterfly from the Hebrides brought \$65, and others from \$15 to \$20 each.

THE funeral of the late Philip Hamilton last Friday, occurred on the eightieth anniversary of his father's fatal duel with Aaron Burr.

A PHILADELPHIA lady endeavored to break off the habit of using arsenic for her complexion. The effort to do so prostrated her, and since her recovery the skin of her face and neck has remained perfectly black.

PRIME MINISTER Ferry and Li-Fong-Pao, the Chinese Minister, are discussing the question as to who fired the first shot in the engagement between the French and Chinese at Lang-son. The payment of the indemnity demanded by France depends upon the settlement of this question.

#### HORSFORD'S ACID PHOSPHATE.

##### IN IMPAIRED NERVE FUNCTION.

Dr. C. A. Fernald, Boston, Mass., says: "I have used it in cases of impaired nerve function, with beneficial results, especially in cases where the system is affected by the toxic action of tobacco."

### NEW YORK CITY.

THE MUSICAL OUTLOOK.—The prospects for an interesting season of music are favorable. The chief announcement at this early date is the opening of the Metropolitan Opera House this winter with works by German composers, "Tannhauser," "Meistersinger," "Faust," "Fidelio," etc. Dr. Leopold Damrosch has made a special trip to Europe, to procure singers of the German school, and his efforts have proved successful—Madame Materna, Franlein Brandt, Herr Anton Schott, and other noted names, figuring on the list. Under the direction of so capable a man as Dr. Damrosch, this new move will probably make the new opera house—what its first year was not—both an artistic and pecuniary success.

Mr. Ovide Musin, the Belgian violinist who made his debut in this city last winter, has returned to this country, and already has a number of engagements.

Liszt's "Legend of St. Elizabeth" will be given for the first time here by the New York Chorus. It is said to be extremely interesting.

The Oratorio Society is preparing Mendelssohn's great work, "St. Paul," for its first concert in November. This will be followed by the Christmas oratorio, "The Messiah," as usual during the holidays.

THE ART STUDENTS' LEAGUE opened its classes for the tenth school year on Monday, Oct. 6, 1884, in the large and convenient rooms at No. 38 West 14th Street. The Life, Painting, Head and Antique Classes will be open for study every day in the week, morning, afternoon and evening, during eight months. The past season has been the most prosperous and satisfactory, both in point of financial matters, and in the quality and character of the work done by the students, that the League has ever known. No less than 468 students have worked in the school during the past season. The Art Students' League was established, and is maintained and managed, by art-students, for the purpose of obtaining the best instruction possible in Drawing, Painting, Artistic Anatomy, Perspective and Composition. The school is open to all whose artistic knowledge attains the standard set by the League. With the new Classes established by the League, the facilities for study offered to women studying art professionally, are greater than those afforded by any other school here or abroad. The instructor of the morning Life Class will be Mr. Kenyon Cox; of the evening, male, Class, Mr. William Sartain; of the early afternoon Life Class, Mr. F. W. Freer; of the late afternoon Life Class for ladies, Mrs. Walter Shirlaw; of the evening, female, Life Class, Mr. Sartain. The Painting Classes for ladies and gentlemen will be in charge of Mr. J. Alden Weir, and will include painting from the draped model and from still life.

The head classes for ladies and gentlemen will be extended by the addition of an evening session. An opportunity will probably be afforded in this class for the students to draw and paint the full-length draped figure as well as the head. Mr. Frank Jones is the instructor. The afternoon class will be in charge of Mr. Weir, and the morning class under Mr. Freer.

The antique class will continue in charge of Mr. Geo. de Forest Brush. The evening session will be under Mr. Frank Jones. The sketch class, in which the students pose in turn, will meet daily, instead of on alternate afternoons, as during the past season. Artistic anatomy will, as before, be taught by Mr. J. S. Hartley, and Mr. Frederick Dielman will give a course of lectures on "Perspective."

One of the strongest features of the League, and one entirely peculiar to it, is the Saturday evening composition class. During the past years informal art talks have been addressed to the students by a number of artists, among whom were Mr. Geo. Inness, Mr. Wm. M. Chase, Mr. Hubert Herkomer, Mr. Charles H. Miller, Mr. E. H. Blashfield, Mr. J. Alden Weir, Mr. Will Low, Mr. Kenyon Cox, Mr. J. Carroll Beckwith, Mr. C. Y. Turner, Mr. Geo. de F. Brush and others. Mr. T. W. Dewing and Mr. Walter Shirlaw have been the regular instructors. During the coming season it will be under Mr. Shirlaw and Mr. Freer.

The artists connected with the League have all received their art education in the best schools of Paris, Munich and other European art centres under men like Bonnat, Munkacsy, Gérôme, Laurens, Lefebvre, Boulanger, Piloty and Yvon.

In its present quarters the school possesses two of the finest studios in New York. The students are kept familiar with the work done in the foreign ateliers. Every member who goes abroad to study is pledged to send back to the League a representative example of the work done in the foreign atelier in which he is studying.

STUDIO NOTES.—Mr. Wm. M. Chase has returned from his summer tour in Holland, bringing with him several canvases painted there. Mr. Chase, during one of his visits to Europe, made a copy of Franz Hals—five old women seated at a table. It was exhibited at the Metropolitan museum, and is now in its owner's studio. Mr. Chase will not resume his classes at the Art Students' League, Mr. J. Alden Weir taking his place.

MR. S. J. GUY is busy on his pictures for the coming exhibitions. One nearly finished represents a little girl standing on a fence asking for her ball, which has rolled beyond her reach. Mr. Guy has taken up etching, and we shall soon have from his hands a plate of one of his pictures. It is quite a large etching, and we hope to see more of his work in that line.

CORK is the soft, elastic bark of a species of oak which grows abundantly in Spain, Italy, Algeria and the south of France.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE ESSENTIALS OF ANATOMY, PHYSIOLOGY, AND HYGIENE.** By Roger S. Tracy, M.D. New York: D. Appleton & Co.

It has been the aim of the author in preparing this volume to compress within the narrowest space such a clear and intelligible account of the structures, activities, and care of the human system as is essential for the purposes of general education. He has presented the facts and principles of the subject in such a natural order as will best subserve the true ends of scientific education. Useful books of information upon physiology are already numerous, but they are too generally deficient in making the science valuable as a means of mental training. Prominence is given to the anatomical and physiological facts which are necessary preliminaries to instruction in hygiene, and in the reasonings upon these facts the author has aimed to attract and interest the pupil and to teach him something of the scientific methods of approaching the subject, and to connect new acquisitions logically with those already gained, so that the knowledge of the subject may become, as it were, organized into faculty in the minds of the students. He has prefixed to the volume a General Analysis, which, while it serves as a table of contents, is interspersed with running comments explaining the general relations of the different organs and processes.

What the author says concerning the study of physiology is so good, and is followed so closely in this volume, we quote it entire. It is full of instruction:

"One of the greatest modern reforms in scientific study is undoubtedly that which makes it more and more objective, so that the student shall constantly confirm the knowledge he gets from the book by reference, as far as possible, to the objects themselves, making his acquaintance with them direct, and his information real. Physiology is less favorable to the objective method. For the purpose of ordinary education, it must be chiefly taught from the book, with such accompaniments of lectures and illustrations by charts as the circumstances will allow. But even here much may be done to give the pupil more correct ideas of the elements of the subject than can be obtained from the book alone. A good manikin is an invaluable help to the popular study of anatomy and physiology. A manikin for school purposes costs about \$250, and may be imported from Paris, where they are made, free of duty for educational institutions.

"A great deal is also to be learned from such rough dissections of organic tissue and structures as may be made anywhere. Every butcher's shop is full of specimens of all parts of animals, that can be cheaply obtained for examination, and parents and teachers should encourage pupils to make such rude dissections as are practicable, and will help to give correct ideas of the relations and functions of the different organs.

"The study of the minuter parts of organized beings with the microscope has come into great prominence in modern times, and may be said to have revolutionized the science of life. No class in physiology should be without a microscope for the direct study of cell structures and the finer tissues of both plants and animals. A suitable instrument, with a magnifying power of 350 diameters, will show the circulation in the web of a frog's foot, and open a new world of fascinating and wonderful observation, while it may be bought for \$16. Microscopic preparations of blood corpuscles, muscular and nervous tissues, and sections of organs may be got for about twenty cents apiece, but it is desirable that the pupil should not rely upon these, but should learn the method of preparing and mounting objects himself. The microscope is not to be recommended as a mere toy to amuse idle curiosity; there is work connected with it which is in a high degree educational. It cultivates critical observation and careful manipulation, and is invaluable as a means of self education. The little hand-book of Plin will be found useful in guiding beginners with this instrument."

These words will indicate more clearly than any description the excellent character of this book. A specimen copy will be forwarded at reduced price by writing to the publishers.

**WATSON'S GRAPHIC SPELLER.** A. S. Barnes & Co.: New York.

In teaching spelling rightly, the sounds of the letters and their names must be used, the exercises must be both oral and written, and the lessons and methods strictly educational. As form is most exercised, and as spelling is essentially a part of *writing*, the learner must devote himself to whatever is most effective in

training the eye and the hand to the formation of words in *written characters*.

Watson's Graphic Speller is an exponent of those views. The *Introduction* gives the necessary instruction and exercises in the elements of spelling and pronunciation, the kinds of words, the different parts of speech, and lines and figures. The importance of *Slate Work* in connection with *Drawing, Writing, Scissors*, and *Spelling*, here receives a practical recognition not heretofore accorded it. Complete courses of exercises in the elements of drawing and writing, on a uniform scale, are first given, followed by numerous vignettes, copies for writing and printing, and pages of written exercises, which constitute a progressive, practical, and comprehensive system.

The Vocabulary contains more than 6,000 of the most useful and desirable words, so graded and classified with regard to topic, use, sound, form, and length, as to add to the beauty of the page and save one-third of the space. The Lessons are short and strictly consecutive. They relate to man's body, food, dress, home, life, mind, training, business, physical state, schooling, religion, etc. *Dictation Reviews* are invariably given. They contain essential definitions and discriminations, aptly illustrate the best use of the words, and test the spelling. *Pronunciation* receives unexampled provision. The powers of the letters are taught in the *Introduction*, ten pages of *Slate Work* are devoted to special drill, all lists of words are classed with reference to their sounds, and marked letters and accents are used everywhere.

Language Lessons are introduced at fit intervals, suited to the progress of the pupil, and consonant with his natural desires and spontaneous efforts. Without needless technicalities, they give a practical knowledge of the parts of speech, phrases, clauses, and sentences, and many of their uses in English composition. They supply observations, facts, and applications which naturally precede the formal study of grammar. The *Appendix* contains the Rules for Spelling, Capital Letters, Punctuation marks, Abbreviations, and illustrative Dictation Exercises.

This new *Graphic Speller*, with Watson's *Complete Speller*, form a new and complete series of spelling books for common schools, and may accompany Barnes' "New National Series of Readers," or any other Series.

**TRAPS FOR THE YOUNG.** Anthony Comstock. New York: Funk & Wagnalls.

Mr. Comstock has had abundant opportunity for investigating the subjects of which this book treats. His position as head of the Society for the Suppression of Vice, and his own philanthropic nature, have kept him acquainted with the evil influences surrounding the young. He speaks of that which he knows. The facts stated in the work he is prepared to sustain, if necessary. Few people know anything about the extent of these influences, but such a knowledge is necessary to those who have charge of youth, that they may teach those in their care to shun them. The author says, "This book is designed to awaken thought upon the subject of *Evil Reading*, and to expose to the minds of parents, teachers, guardians, and pastors, some of the mighty forces for evil that are to-day exerting a controlling influence over the young. \* \* \* It is a plea for the moral purity of children, and appeals for greater watchfulness on the part of those whose duty it is to think, act, and speak for that very large portion in the community who have neither the intellect nor the judgment to decide what is wisest and best for themselves." This design is carried out in the book. The influence of the foul-paged newspaper is shown. Instance after instance of youthful crimes, directly traceable to the dime novel and flashy story paper, is given, and shocking facts concerning the influence of theatres and low plays. The tricks of the lottery and gambling traps, death traps by mail—by quack practitioners, free-love societies, so-called "classical" art, infidel and liberal traps are delineated, not in detail of procedure (this the author recognizes as one efficient means of advertising them)—but in detail of consequences.

**HANDBOOK OF LATIN WRITING.** Henry Preble and Charles P. Parker, Tutors of Greek and Latin in Harvard University. Boston: Ginn, Heath & Co. 55 cts.

In preparing this hand book it has not been the object of the authors to write an exhaustive work upon Latin composition, but merely to make the labor of both pupil and teacher easier. A knowledge of forms and of syntax, and some practice in turning easy narrative prose into Latin, has been pre-supposed.

Feeling that ill success in Latin writing is largely due to the habit of translating the words rather than the thought, the authors have aimed in the introductory

remarks and the suggestions at fastening attention upon the thought, and have showed the learner how to express in Latin form the ideas which he has grasped from the English words. They have made their suggestions as concise as possible, and have purposely used examples rather sparingly, in the hope of encouraging close attention on the part of pupils.

They have chosen exercises which are of more general application, and less like Chinese puzzles than those commonly used, many of which, even when satisfactorily worked out, do not, in a degree at all proportionate to the labor involved, increase the pupil's power to deal with the next exercise. The book shows the marks not only of patient and exact scholarship, but of a knowledge of the wants of our commencing classes. It is certainly in advance of any previous work of its kind.

## LITERARY NOTES.

"Watson's Graphic Speller" is the name of an excellent spelling book just published, for primary grades, by Messrs. A. S. Barnes & Co.

Edward Everett Hale again promises us a new book of Christmas stories. The title will be "A Narragansett Christmas". The publishers are Funk & Wagnalls.

The golden wedding of Rev. Dr. S. F. Smith, author of "My Country, 'tis of Thee", was celebrated with distinguished congratulations, at his home in Newton, Mass., Sept. 16.

A new edition of Bingham's Latin grammar is now ready, revised, and in great part re-written. By W. Gordon McCabe, A. M., head master of the University school, Petersburg, Va. The price is \$1.08. It is published by Messrs. E. H. Butler & Co.

## BOOKS RECEIVED.

Reforms. By the author of "Conflict in Nature and Life." New York: D. Appleton & Co. \$1.00.

Hand-Book for Horsewomen. H. L. de Bussigny. New York: D. Appleton & Co. 50 cts.

Life on a Ranch. Reginald Aldridge. New York: D. Appleton & Co. 50 cts.

Grover Cleveland. Pendleton King. New York: G. P. Putnam's Sons. 30 cts.

The Man vs. The State. Herbert Spencer. New York: D. Appleton & Co. 30 cts.

The French Teacher. Prof. E. C. Dubois. Boston: Lee & Shepard.

The Development Theory. Joseph Y. Bergen, Jr., and Fanny D. Bergen. Boston: Lee & Shepard.

The King's Men. Robert Grant & Others. New York: Charles Scribner's Sons. \$1.25.

White's Industrial Drawing Series. Iverson, Blakeman, Taylor & Co.

Prang's Drawing Series.

Paradise of Childhood. New York: J. W. Schermerhorn.

Brook's Mental Science. Normal Publishing Co.

Reforms. Their Difficulties and Possibilities. New York: D. Appleton & Co.

Outlines of Psychology. Sully. New York: D. Appleton & Co.

Brain Exhaustion Coming. New York: D. Appleton & Co.

The Princess. Tennyson. New York: Harper Bros.

Selections from the Poetical Works of A. C. Swinburne. New York: T. Y. Crowell & Co.

The Man Wonderful in the House Beautiful. Chilion B. Allen; M. D., and Mary A. Allen.

Political Hand-Book. Luckey, Sergeant & Logan. Philadelphia, W. H. Thompson.

Ten Years a Police Court Judge. New York: Funk & Wagnalls. 25 cts.

Bacon. R. W. Church. New York: Harper Brothers.

Marcus Aurelius Antoninus. Paul Barron Watson. New York: Harper Brothers. \$2.50.

Abraham Lincoln. W. O. Stoddard. New York: Forda, Howard & Hulbert.

Where the Battle Was Fought. Charles Egbert Cridlock. Boston: Jas. R. Osgood & Co. \$1.50.

The Principles of Perspective. George Trowbridge. New York: Cassell & Co. \$2.50.

The New First Reader. G. Bamberger. New York: Bruno Bros.

Sadler's Inductive Arithmetic. Parts I and II. W. H. Sadler. Baltimore: Published by author.

The Normal Music Course. Third Reader Supplement. J. W. Tufts and H. E. Holt. New York: D. Appleton & Co.

Elementary History of the United States. G. P. Quackenbush, L.L.D. New York: D. Appleton & Co.

Tableaux de la Revolution Francaise. T. F. Crane, A. M., and S. J. Brun, B. S. New York: G. P. Putnam's Sons. \$1.50.

A Grammar of the German Language, for High Schools and Colleges. H. C. G. Brandt. New York: G. P. Putnam's Sons. \$1.50.

A Reader of German Literature. W. H. Rosenstengel. New York: G. P. Putnam's Sons. \$1.50.

Surf and Wave. Edited by Anna L. Ward. New York: T. F. Crowell & Co. \$1.25.

A Descriptive Atlas of the United States. New York: Iverson, Blakeman, Taylor & Co.

## A WONDERFUL REMEDY.

The new *Vitalizing Treatment* for chronic diseases, introduced to the public by Drs. Starkey & Palen, 1109 Girard street Philadelphia, is effecting most wonderful cures in Consumption, Neuralgia, Catarrh, Rheumatism, etc. Thousands have been relieved from suffering during the past thirteen years, and hundreds saved from death, by this new discovery. Send for their pamphlet, in which you will find all desired information in regard to a treatment which is destined to revolutionize the practice of medicine.



# JOHNSON'S NEW UNIVERSAL CYCLOPEDIA--"THE BEST"--Planned by Hon. Horace Greeley, LL.D.

Pres't F. A. P. BARNARD, LL.D., Columbia College, N. Y.  
Prof. ARNOLD H. GUYOT, LL.D., College of New Jersey.

Editors in Chief. { Who wrote and signed more than 150 of the 8000 great special articles, besides supervising the whole work.

It has 31 Departments with an editor of the highest scholarly standing for each, viz.: "Public Law," etc., by Pres't T. D. WOOLSEY, LL.D.; "Civil Law," etc., by Prof. T. W. DWIGHT, LL.D.; "American History," etc., by Hon. HORACE GREELEY, LL.D., and Hon. ALEX. H. STEVENS, LL.D.; "Botany," etc., by Prof. ASA GRAY, LL.D.; "Medicine," etc., by Prof. WILLARD PARKER, M.D., LL.D., etc., etc.

It has 2000 eminent contributors from all parts of America and Europe, whose names are signed to their article. It is "THE BEST," and the only original American Cyclopædia. It contains more than Appleton's in 16 volumes, and at half the price. Don't fail to examine JOHNSON'S before purchasing any other.

Testimonials from the Highest Authorities in the World, including Fifteen of our Greatest Institutions of Learning, viz.:

Harvard University,  
Yale,  
Brown University,  
Dartmouth,  
Williams,  
Cornell Univ.  
Amherst,  
Hamilton,  
Roch'r Univ.  
Richmond,  
ETC.

"I expect to be grateful the rest of my days for the use of it," etc.—Prof. F. J. Child, LL.D.  
"Convenient, comprehensive, compact, and correct," etc.—Hon. R. C. Winthrop, LL.D.  
"Good authority for the next half century," etc.—Hon. Charles Francis Adams, LL.D.  
"I add my testimonial to its great excellence," etc.—Pres't S. G. Brown, LL.D.  
"It is a valuable mine of information," etc.—Hon. Roscoe Conkling, LL.D.  
"A vast amount of useful matter," etc.—Pres't Samuel G. Bartlett, LL.D.  
"Calculated to serve an excellent purpose," etc.—Pres't A. D. White, LL.D.  
"Superior to any work of the kind," etc.—Rev. William M. Taylor, D.D.  
"A thesaurus of useful knowledge," etc.—Pres't Alexis Caldwell, LL.D.  
"After the Bible the most indispensable," etc.—Pres't W. S. Clark, LL.D.  
"A vast amount of useful knowledge," etc.—Pres't Noah Porter, LL.D.  
"Not equaled by any other," etc.—Hon. Joseph P. Bradley, LL.D.  
"An honor to the country," etc.—Hon. Horatio Potter, LL.D.  
"By far the best," etc.—Hon. Alexander H. Stephens, LL.D.  
"The best we have," etc.—Hon. Wendell Phillips, LL.D.  
"The encomiums are just," etc.—Prof. Ezra Abbott, LL.D.  
"It is a peerless work," etc.—Pres't J. H. Seelye, LL.D.  
"It is rich," etc.—Prof. Benjamin Sullivan, LL.D.  
"It is a work which is found, in the library of Congress, to answer more questions satisfactorily than any other work of reference," etc.—Hon. A. E. Spafford, LL.D., Librarian of Congress.

"The amount of valuable information is wonderful," etc.—Hon. W. E. Gladstone, LL.D.  
"More accurate knowledge than an ordinary library," etc.—Pres't M. E. Anderson, LL.D.  
"More information than can be found in any other," etc.—Pres't T. D. Woolsey, LL.D.  
"A worthy monument of American scholarship," etc.—Pres't Howard Crosby, LL.D.  
"The best in the English language for general use," etc.—Prof. T. W. Dwight, LL.D.  
"Lucid, able, and comprehensive," etc.—Hon. William Lloyd Garrison, LL.D.  
"A possession of great value," etc.—Hon. Thomas Wentworth Higginson.  
"A trustworthy source of knowledge," etc.—Prof. Joseph Henry, LL.D.  
"A standard book of reference," etc.—Prof. F. A. Chadbourne, LL.D.  
"The best work of the kind," etc.—Chancellor George Wood, LL.D.  
"A collection of very high value," etc.—Prof. W. P. Whitney, LL.D.  
"Extremely useful to all classes," etc.—Hon. Charles O'Connor, LL.D.  
"It is superior to all others," etc.—Pres't E. G. Robinson, LL.D.  
"Nothing superior to it," etc.—John G. Whittier, the Poet.  
"Very complete," etc.—M. E. White, LL.D., Chief Justice.  
"Better than any other," etc.—Pres't W. A. Stearns, LL.D.  
"Will supply a want long felt," etc.—U. S. Grant, LL.D.  
"It is invaluable," etc.—Pres't J. L. M. Curry, LL.D.  
"Every teacher needs such a work, and I should like to see it in every household," etc.—Hon. John D. Philbrick, LL.D., late Supt. Boston Public Schools.

For particulars to obtain or sell it, etc., address

A. J. JOHNSON & CO., Publishers, 11 Great Jones Street, N. Y.

We are constantly exchanging Appleton's and Scribner's Britannica even for Johnson's, and sell same and People's at panic prices. TEACHERS WANTED IN EVERY COUNTY.

A system of drawing that aims to do a few things well, is certainly deserving of consideration in these days when the general purpose seems to be to do many things poorly. White's System of industrial drawing, advertised on another page, by Messrs. Iverson, Blakeman, Taylor & Co., aims to teach pupils to make accurate working drawings which may be followed with certainty and precision by a mechanic in making the objects represented. It also purposes to lead pupils to draw a faithful representation of any simple object, and, further, to compose original designs. These are laudable ends, and teachers and educators will be interested in their attainment. A descriptive list of this system may be obtained by applying to the publishers.

We have already noticed at some length in our book columns the new and carefully revised edition of Warren Colburn's Intellectual Arithmetic, published by Messrs. Houghton, Mifflin & Co., Boston. In calling attention to the announcement of the same on our first page, we cannot help reiterating our praise of its unexampled merits. The words of those standing high in educational circles are all in commendation, and those who have used the book do not need urging to appreciate it.



THE NEW ENGLAND CONSERVATORY OF MUSIC

Furnishes unequalled facilities for instruction in Piano, Organ, Violin, Voice, all orchestral instruments, and Tuning. In the Art Department, for Drawing, Painting, Modeling and Portraiture. In Modern Languages, German, French, and Italian, with the best native teachers. In English branches, Common and Higher. In the College of Oratory, in Vocal, Technical, Elocution, Rhetorical Oratory, Dramatic, Lyric Art. In the New Home excellent board and nicely furnished rooms, with light, heat, etc., can be had from \$45 to \$75 per term of ten weeks. Tuition from \$25 to \$200 for ten weeks in classes of four. Private Lessons in any department. New Calendar, beautifully illustrated, sent free. WINTER TERM begins Nov. 24, 1884. Students received at any time.

E. TOURGEE, Director, Franklin Sq., Boston.



## R. H. MACY & CO.,

14th St., Sixth Ave., & 13th St.,  
NEW YORK.

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

### OUR PRICES

ALWAYS THE LOWEST.

We call Particular Attention to Our Large and Attractive Stock of

## FALL GOODS.

ALL THE LATEST NOVELTIES IN  
SUITS AND CLOAKS, AND HATS  
AND BONNETS.

THE MOST APPROVED MAKE OF  
BLACK AND COLORED SILKS,  
SATINS, VELVETS, & PLUSHES

Hosiery, Underwear, and Gloves for Ladies,  
Gentlemen, and Children.

## DRESS GOODS,

IN THE NEWEST FALL STYLE AND  
COLORS.

Linens, Blankets, and Lace Curtains, at Lower  
Prices than Have Ruled for Years.

LADIES' MUSLIN UNDERWEAR,  
OUR OWN MANUFACTURE.

Send Postal Card for Fall Catalogue which  
will be Ready about October 15.

## R. H. MACY & CO.

BROWN BROTHERS & CO.,  
59 Wall St., New York.

Bills of Exchange to all Parts  
of Europe.

—ISSUE—

COMMERCIAL and TRAVELERS' CREDITS.

## CROSBY'S VITALIZED PHOS-PHITES.

Composed of the Nerve-giving Principles of the Ox-Brain and  
the Embryo of the Wheat and Oat.

This is a standard preparation with all physicians who treat mental or nervous disorders. The formula is on every label. As it is identical in its composition with brain-matter, it is rapidly absorbed, and quickly relieves the depression from intellectual efforts, fatigue, loss of memory, or mental irritability. Sleeplessness, irritation, nervous exhaustion, inability to work or study, is but a brain-hunger—in urgent cases, brain-starvation. This brain nutriment quickly feeds the hungry nerves and restores brain-power. It is a cure for nervous disorders and debility. It aids in the growth of the brain, the teeth, the skin and nails of children. It directly aids a child to learn.

BRAIN WORKERS NEED BRAIN FOOD.  
F. CROSBY CO., 56 West Twenty-fifth St., New York.

For sale by Druggists; or by mail in P. O. Order, Bill, or Postage Stamps, 5c.

## HOW TO STUDY U. S. HISTORY.

A Book to Aid Teacher and Pupil.

It shows the teacher the best way to teach the pupil how to study his lessons; How to picture the events on his mind; Find the prominent facts needed; Find rare points and objects of historical interest; Make history the most interesting study; Use and make "Queer Queries." "Filling Teacher and Pupil with enthusiasm and love for the study of History." 225 pages; Blackboard forms; Directions for Study; 800 "Queer Queries," with Answers; 300 Review Questions; etc. Cloth, price \$1.  
Enclose 20 cents and receive by return mail a copy of

### CURIOUS COBWEBS.

a collection of Quaint, Queer, and Curious questions upon hosts of every day topics, the answers to which are not generally known by the average person. Its use will arouse an interest in any school, will lessen the care of the teacher and induce the pupil to look out side of the text book for information.

Send for Catalogue of Books on Teaching, Games, Speakers, Report Cards, etc.

A. FLANAGAN, 163 Randolph St., Chicago.

## National School of Elocution and Oratory, —PHILADELPHIA—

EDWARD BROOKS, A.M., Ph.D., President.  
TWELFTH ANNUAL SESSION.

Course in Elocution includes training in Voice, Modulation, Gesture, Articulation, Analysis, Expression, and Dramatic Reading, and Artistic Recitation.  
Time required for graduation, one year.  
Course in Oratory embraces training in Elocution, Conversation, Extempore Speech, Debate, Parliamentary Law, Rhetoric, Literature, Logic, Mental Science, Moral Philosophy, Composition, and Delivery of Orations. Regular Graduating Course, two years. School year commences 29th September. Catalogue sent upon application.

## 6 DRESS REFORM. 6

Union Undergarments.  
Vest and Drawers in One.

MADE IN ALL WEIGHTS OF Merino, Silk, and Cashmere; Chemises, Princess Skirts, Equipose, Emancipation, Dress Reform, and Comfort Waists, Corsets, Waists a Specialty. Shoulder Brace and Corset combined. Shoulder Braces. Abdominal Supporters, Obstetric Bandages, Shoulder Stockings, Supporters, Sanitary Napkins, etc. Custom work promptly attended to.

Price \$2.25. NEW ILLUSTRATED CATALOGUE FREE.

MRS. A. FLETCHER,  
6 East 14th St., N. Y.

## STATEN ISLAND FANCY DYEING ESTABLISHMENT,

Office, 5 & 7 John St., New York.

BRANCH OFFICES: 1190 Broadway, near 29th St., N.Y.; 270 Fulton St., Brooklyn; 47 North Eighth St., Phila.; 43 North Charles St., Baltimore.

Dye, Clean, and Refinish Dress Goods and Garments. Ladies' Dresses, Cloaks, Robes, etc., of all fabrics, and of the most elaborate styles, cleaned or dyed successfully without ripping.

Gentlemen's Garments cleaned or dyed whole. Curtains, Window Shades, Table-Covers, Carpets, etc., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail.

BARRETT, NEPHEWS & CO.,  
5 and 7 John St., N. Y.

BIRCHS KEY AND NOT  
WIND ANYWATCH WEAR OUT  
by watchmakers. L.Y. mail Co. Circular  
free. J. S. BROWN & Co., 25 East St., N. Y.

SOLD



INFANTILE and Birth Humors, Milk Crust, Scalded Head, Eczema, and every form of Itching, Scaly, Pimply, Scrofulous and Inherited Diseases of the Head, Skin and Scalp, with Loss of Hair, cured by the CUTICURA REMEDIES. Absolutely pure and safe. Cuticura the great Skin Cure, 50 cts.; Cuticura Soap, an exquisite Skin Beautifier and only Medicinal Baby Soap, 25 cts., and Cuticura Resolvent, the New Blood Purifier, \$1. are sold by druggists, Potter Drug and Chemical Co., Boston. Send for "How to Cure Skin Diseases."

### NOW READY.

## A New (Fifth) Edition of SCHOOL MANAGEMENT

By AMOS M. KELLOGG,  
Editor of the SCHOOL JOURNAL, TEACHERS' INSTITUTE, etc.

This standard work, (the first book we published) has been very successful. Published four years ago, the demand has been steady, and to meet it we have just printed a new (fifth) edition. This edition is greatly improved by a new title page, table of contents, and in several other respects.

Olive cloth. 124 pages. Price 75 cts. Address,  
E. L. KELLOGG & CO.,  
Educational Publishers,  
21 Park Place, N. Y.

THE GREAT AMERICAN  
TEA  
COMPANY  
GOOD NEWS  
TO LADIES!  
Greatest inducements ever offered. Now's your time to get up orders for our celebrated Tea and Coffee, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Gold Band Moss Rose Dinner Set, or Gold Band Moss Rose Decorated Toilet Set. For full particulars address THE GREAT AMERICAN TEA CO., 21 and 23 Vesey St., New York.



## Publisher's Department.

## TERMS OF SUBSCRIPTION.

The School Journal is published weekly, 50 numbers a year, at the following rates, which include postage:

**\$2.50 per Year; \$2.00 if Paid in Advance.**

Special rates for clubs will be sent on application.

The label on each paper shows up to what date the subscriber has paid. If the publishers do not by that date receive a request from the subscriber that the paper be discontinued, they will continue to send it. The paper will, however, be stopped at any time thereafter, if the subscriber so desires, and remits the amount due for the time he has received it.

The date against your name on the address of your paper shows to what time your subscription is paid.

Subscriptions will be received for three months or six months from those who wish to make a trial of the paper.

Subscribers asking to have the direction of a paper changed, should be careful to name not only the post-office to which they wish it sent, but also the one to which it has been sent.

The Courts have decided that all subscribers to newspapers are held responsible until arrears are paid and their papers are ordered to be discontinued.

Subscribers wishing to introduce THE JOURNAL to their friends can have specimen copies sent free from this office to any address.

Advertising rates will be sent on application to the Business Manager, JEAN ISIDORE CHARLOIS, 21 Park Place, N. Y.

E. L. KELLOGG & CO.,  
Educational Publishers,  
21 Park Place, New York.

Text-books that have stood the test of actual class work always have an attraction for teachers, superintendents, and school committees. These are invited to notice the advertisement of Messrs. E. H. Butler & Co. on our first page. The New American Arithmetic and Graded Problems has an advantage over some others in that it is not made up of puzzles and conundrums having no relation to practical work, but contains questions such as arise daily in actual business. The New American Spellers are based upon one of Froebel's fundamental principles—the association of ideas. The New Readers have made available the helps of recent progress in phonetics and orthoepy, and are in all respects up to the times. All these works are very popular with advocates of the New Education.

Thousands of people all over the country are now looking eagerly forward to the opening of the winter term of the New England Conservatory of Music, which opens Nov. 24, 1884. The facilities of this institution are greatly enlarged for instruction in all branches of vocal and instrumental music, and in the arts of design, in oratory, and modern languages. A remarkable opportunity is offered students of carrying on their work under competent direction, and surrounded by conditions seldom attained elsewhere. The new calendar of the conservatory will be sent free on application to E. Tourgee, Director, Franklin square, Boston.

Of all recent inventions, perhaps none has been of more continual practical benefit to a large class of business and professional men than the type-writer, and we do not know of any more perfectly adapted to its object than the Remington Standard, which we find indispensable for our own use. Its value as a labor saver is simply incalculable, and every one doing clerical work of any nature will find this invention doubling and trebling his working capacity. For educators and literary and professional men the money spent for a Remington Standard Type-writer would be returned many fold in a short time.

Think of it!—Is it worth while, we ask, to have the little pleasure we would otherwise enjoy marred by an unpleasant if not dangerous cough, when a single 25 cent bottle of that justly popular remedy, Madame Porter's Cough Balsam, will effect a cure? It is safe and pleasant. All druggists sell it. Ruckel & Hendel, proprietors, New York city.

## IMPORTANT.

When you visit or leave New York City, save baggage expressage and \$3 Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Elegant rooms, fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

We would call the attention of teachers to the Teachers' Co-operative Association of Chicago, advertised on another page, as the best means of keeping posted on desirable positions becoming vacant. The work of the agency extends throughout the United States. Schools desiring teachers should not fail to correspond with them, as they count among their numbers not only teachers looking for places, but teachers who hold permanent positions, and who would not make a change except for preferment.

## LET US REASON TOGETHER.

Scrofula is, by many people, supposed to exist only as an hereditary disease. It is undoubtedly true that its taint is transmitted from parents to children until—if it is permitted to continue its course—the corrupted line dies out. But it is equally beyond question that evil conditions of life may develop the disease in a person who has not inherited it. Scrofula is a constitutional malady caused by vitiated blood. High and low living, excess and want, alike induce it. Whatever interrupts the regular and effective working of the organs of digestion and assimilation, and hinders the necessary processes of secretion and excretion, causes the blood to convey impurities through the circulation and checks the throwing off of the effete matter—the waste of the system—which is, in health, an unceasing process. The evil consequences of these conditions can only be averted by prompt restoration of the functions of the body and expulsion of the impurities already offending Nature. The only medicine that can be relied upon to do this promptly and thoroughly, is

The primary indications of vitiation of the blood may not alarm the thoughtless, but, rightly viewed, are signals of danger. Each atom of impurity in the life-current is a seed of disease, poisoning by contact, and destroying the red corpuscles of the blood, the destruction of which, if continued to a certain easily reached point, is necessarily fatal, as the nutrition of the system depends upon them.

Nature's efforts to expel the contaminating matter are first seen in the breaking out of Pimples, Sties, Skin Eruptions and Boils. At the same time the deterioration of the blood is shown by Physical and Mental Prostration, Weariness without Effort, Languor and Low Spirits. If thorough remedial measures are promptly applied at this stage in the development of the disease, cure is by no means difficult. Nature demands aid to arouse and invigorate the torpid organs, and expel the atoms of impurity. At the same time, the impoverished blood must be enriched and vitalized. All this is best done by

Should the purification and nutrition of the blood be neglected, the disease will, with each succeeding day, become more serious and obstinate. Eczema, Salt Rheum, Erysipelas, Itching Humors, Tumors, Purulent Sores, Carbuncles, Malignant Pustules, Scrofulous Catarrh, Rheumatism, Neuralgia, Kidney, Liver, Heart and Bone Diseases, Tubercular Consumption, and many other serious and often fatal ailments result from corruption of the blood. Whether the poison is hereditary, or has its beginning in the individual victim, the result is the same; except that in the former case, the progress of the disease may, through inherited weakness of the system, be more rapid. Like results flow from the poisons of mercury and contagious diseases. AYER'S SARSAPARILLA is the only alternative medicine sufficiently powerful to eradicate these special poisons from the blood. It has, in thousands of instances, cured Hereditary Scrofula, and there is no disease caused by impure blood that will not yield to

## Ayer's Sarsaparilla.

From all Parts of the World come Many Grateful Attestations of the Healing Virtues of this

## GREAT BLOOD-PURIFYING MEDICINE.

HON. FRANCIS JEWETT, ex-Mayor of Lowell, and ex-State Senator, says of it: "Ayer's Sarsaparilla is the only preparation of Sarsaparilla that seems to do me any real lasting good. It goes to the right spot every time. Its effects in cleansing the blood and expelling poisonous matter from the system are wonderful."

JOHN J. RYAN, Supt. Athletic B. B. C., Philadelphia, was cured of Rheumatism by Ayer's Sarsaparilla.

JOHN MCCURT, Lowell, Mass., in vain sought relief through other medicinal treatment, during three years, from Purulent Ulcers that some doctors called Fever Sores, and others Necrosis. But three bottles of Ayer's Sarsaparilla effected a permanent cure.

JOHN WYLLIE, Lowell, Mass., was troubled with severe pains in the small of his back, bad appetite and oppressive weakness, all indications of serious Derangement of the Kidneys and Liver. Ayer's Sarsaparilla made him a well man again.

THE SISTERS OF CHARITY AT ST. MARY'S INFANT ASYLUM AND LYING-IN HOSPITAL, Dorchester, Mass., who have used Ayer's Sarsaparilla for years in the treatment of the many unfortunate children—frequently diseased from birth—confided to their care, characterize it as "an invaluable medicine," and say: "With pleasure we acknowledge the excellence, and can testify as to the beneficial effects of Ayer's Sarsaparilla, particularly in cases of Sore Eyes and Skin Diseases."

ROBERT BARRAS, Lowell, Mass., a very old man, in whom the decrepitude of age was increased by debility resultant from impoverished Blood, found his vital forces rejuvenated through the effect upon his blood of Ayer's Sarsaparilla.

S. B. SYLVESTER, Lowell, Mass., was from childhood a sufferer from Hereditary Scrofula, which demonstrated itself in foul Running Sores. The sores have been cured, and the disease thoroughly eradicated, by Ayer's Sarsaparilla.

MR. MILTON FOX, a prominent and highly respected citizen of Middlesex Co., Mass., avers: "Ayer's Sarsaparilla has cured me of Scrofulous Humor and Dyspepsia, after I had taken other remedies without avail. My family use it as a Spring Medicine, and derive great benefit from it."

The foregoing cases have been taken from thousands, primarily to indicate particular maladies in which AYER'S SARSAPARILLA has been signally efficacious; secondarily, to cite instances easy of verification and illustrative of the popular use of this remedy in the community where it originated, and has held the first place in public esteem for nearly forty years.

Leading physicians prescribe AYER'S SARSAPARILLA as the most uniformly effective and reliable blood purifier known in pharmacy, and druggists vouch for many remarkable cures effected by it, within their personal knowledge.

7,000,000 Families throughout the World have proved the Curative power of

## Ayer's Sarsaparilla,

PREPARED BY

DR. J. C. AYER & CO., [Analytical Chemists] LOWELL, MASS.

Sold by all druggists: Price \$1, six bottles for \$5.

## GOSSAMER GARMENTS FREE!

To introduce "Happy Days," our new 16 page Illustrated Magazine, we will send free to any lady sending 20 cts. in stamps for 3 months subscription; two Ladies' Full Size Waterproof Gossamer Garments with catalogue of other rubber goods, provided they will show them to their friends and induce other sales. Address

1. PUBL. HAPPY DAYS, HARTFORD, CONN

## BRADFORD ACADEMY.

For the higher education of young women Year commences Sept. 2d, 1884. For circulars and admission apply Miss ANNIE E. JOHNSON, Principal; for expenses to J. D. KINGSBUR Treasurer, Bradford, Mass.

## CALL AT THE DENTAL ROOMS

## DR. J. W. STEWART,

23d Street and 9th Ave.,  
If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic fillings for broken down and sensitive teeth a specialty. Refer to A. M. KELLOGG, Editor of the School Journal.